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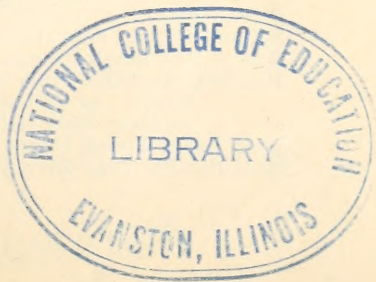
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KINDERGARTEN MAGAZINE

Vol. XVI—September, 1903—June, 1904

1903—1904
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INDEX TO VOLUME XVI.

Page

FRONTISPIECES.

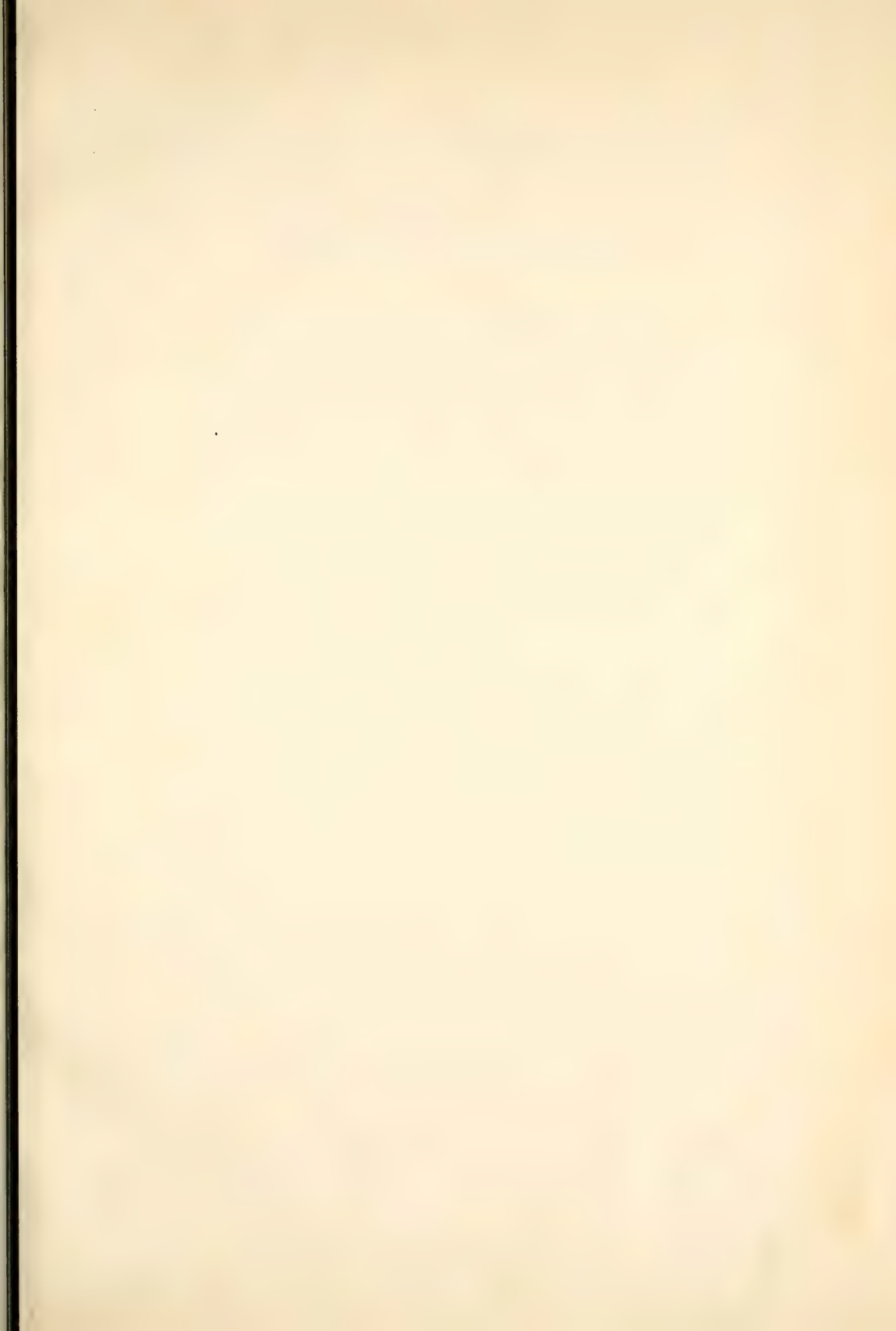
Extract Declaration of Principles of Summer School of the South	September, 1903
Willard Fountain	October, 1903
Part of the Jewett Collection of Indian Baskets.....	November, 1903
Marie L. Sheddoek, as Fairy Godmother	December, 1903
Folksong	January, 1904
Nursery at Happy Day House, New York City.....	February, 1904
Forging, Mechanics' Institute, Rochester, N. Y.....	March, 1904
Heme Library Group, Soho Hill, Pittsburg, Pa.....	April, 1904
Illinois Building, St. Louis Exposition	May, 1904
The Supper, Elizabeth Nourse	June, 1904

INDEX TO MAGAZINES.

Anger as a Mental Stimulus—Sara E. Wiltse	546
A Bit of a Forest Kindergarten—F. A. J.....	82
A Christmas Marching Song—Nora A. Smith	208
Alaskan Gold—"Youth's Companion".....	288
A Miracle Play in the Kindergarten—Elva S. Batterson	475
An Easter Lesson (Verses)—Camilla J. Knight.....	478
A Portrait and a Prayer—Rosa A. Sears.....	630
A Protest—Therese Kayser Lindsay	541
A Social Fable—"The Monthly Leader".....	465
A Thanksgiving Day Story—Alice Day Pratt.....	167
A Twentieth Century Round Table.....	631
Children's Prayers	631
Of Interest to School Boards	633
School Exhibit in Rochester.....	634
Program Suggestions Based on the Bridge—B. J.....	635
The Bridge (Verses)—B. J.....	636
Program for June	637
A Group of Bridge Stories.	
The Life and Work of John A. Roebling—"Young People" ..	637
Saved by His Horse.....	638
Bridging a Chasm	638
Model Playground on the Model St. Louis Exposition—Countess de Montaigu	641
Department of Kindergarten and Elementary Instruction at N. E. A.....	644
Beginnings; or, The Cradle Life of the Soul—Jenkin Lloyd Jones... 193	
Books for Summer Reading.....	645
Book Notes	61, 126, 189, 250, 319, 382, 511, 576
Children's Patriotism—Ellen Lee Wyman	329
Correlation Between Kindergarten and Primary School—Frances Cooke Holden	73
Country Sounds Heard by Sharp Ears—Bertha Johnston.....	38
Children's Playhouse the Evolution of the Kindergarten—Elizabeth Burns Fern	160
Declaration of Members of the N. E. A. at Boston, Assembled 1903.. 48	
Did You Ever Hear an English Sparrow Sing?—Bertha Johnston.... 550	
Declaration of Principles of Summer School of the South.....	32
Each Day Adds Its Holy Burden—Evelyn H. Walker.....	140
Editorial Jottings	44
Education Stands First at the World's Fair—A. C. Cantley.....	403
Eleventh Annual Meeting of the I. K. U., April, 1904.....	364
Eleventh Annual Meeting of the I. K. U., Rochester, April, 1904.	
Practice Teaching Questionnaire	591
Report on Foreign Correspondence	605
Reports of Delegates	607
Parents' Conference	610
Business Meeting	613
Report of Friedrich Froebel Haus Committee	615
Fifteen Minute Addresses	619
Field Notes	54, 121, 186, 248, 315, 379, 449, 505, 573
Fathers: Their Education and Possible Usefulness—Joseph Lee.... 323	
God is Not Dumb—James Russel Lowell.....	6
Has Not the Time Come When Education Should Prepare for Parenthood? In What Should Such Education Consist?—Mrs. Andrew MacLeish	579
How Laura Found Bunny Cottontail—Idah Meacham Strobridge.... 542	
How the Fir Tree Became the Christmas Tree—Aunt Hede.....	219

	Page
Indiana Normal Training School—Lois G. Hufford.....	458
Indian Corn Song (Words and Music)—Harry W. Loomis.....	184
Influence of the Private Kindergarten Upon the Family and the Home—Mrs. Marion B. B. Langzettel.....	7
January—Frank Dempster Sherman.....	281
Jack Frost's Valentine—Minnie Belle Felts.....	362
Kindergartens in Cuba—Eleanor Young.....	470
Let Me But Live—Henry Van Dyke.....	34
Little Lady Discontent—Sophie Price.....	39
Lucretia Willard Treat—A. H.....	482
Mary Evelyn Strong, Death of, Galesburg, Ill.....	289
Meeting of the Kindergarten Department of the N. E. A., Boston, 1903.....	13
Memorial Day and College Athletics—B. J.....	554
Mother's June—Carolyn S. Bailey.....	644
My Valentine (Words and Music).....	344
News Notes (Verses)—Edwin L. Sabin, in St. Nicholas.....	
New York Kindergarten Association—Cynthia P. Dozier.....	297
Notes Concerning the Department of Education at the St. Louis Exposition.....	397
Picture of Primitive Shelters Made by First Grade Children, Teachers' College.....	493
Poetry and Symbolism of Indian Basketry—Illustrated—George Wharton James.....	141
Practice Teaching in Kindergarten Training, Questionnaire.....	345
Practical Child Study in the Kindergarten—Nina C. Vandewalker....	268
Prayer (Words and Music)—W. H. Neidlinger.....	53
Problems of Educational Progress—	
Earl Barnes in Chicago.....	209
Democracy—Freedom in the School—Reported from John Dewey	212
Advantages of Home Versus School Education—B. J.....	215
Program Suggestions—Hortense May Orcutt.....	20
Program Suggestions Includng Program of the Kindergarten Training Department of the Milwaukee State Normal School.....	
.....50, 118, 178, 181, 240, 246, 307, 312, 370, 446, 503,	570
Reflections of an Adult in the Playhouse—Rachel H. Menken.....	204
Regarding the Future Froebel Haus.....	315
Religious Training—George A. Coe.....	292
Samuel Gridley Howe, Hero in War and Peace—Bertha Johnston...	353
Self-Activity in the Kindergarten—Martha V. Collins.....	451
Some Practical Suggestions on the Ethical Training of Children—	
Frances Cooke Holden.....	387
Some Suggested Changes in the Kindergarten Training Course—	
Frances Cooke Holden.....	479
Special Education Tours.....	373
Story Telling as an Art and Its Modern Exponent, Marie L. Shedlock—Bertha Johnston.....	348
The Absolute Value of the Child—L. Pearl Boggs.....	531
The Boy Problem—Notes from Address by Mrs. Lamoreux.....	461
The Changing Prayer—Thura.....	267
The Ethical Element in Education—Walter B. Hill.....	515
The Evolution of Sim—Lucy Agnes Pratt, in "Southern Workman"...	273
The Gate of Odors—Fred Myron Colby.....	538
The Hero—J. G. Whittier.....	535
The Ideals of New York Kindergarten Children—Earl Barnes.....	86
The Kindergarten in Rochester. Its Inception, Progress and Present Status. Recollection of the First Kindergarten by a Mother—Dora J. Baker.....	410
The Story of a Beginning after Twenty Years—Mary E. Tooke..	412
Connecting Years—H. S. C.....	418
The Present—Elizabeth Tuttle.....	419
Private Kindergarten Work, St. Andrew's Training School; Columbia School.....	423
Vacation Schools of Rochester—Ita P. Earley.....	426
Mechanics' Institute—Mary I. Bliss.....	430
The Days of Long Ago.....	434
A Trilogy of Verses from Rochester—W. C. Gannett.....	438
The Teachers.	
The Kindergartners.	
The Mothers.	
The Little Bird's Message—Minnie Belle Felts.....	440

	Page
The Little Mother (Illustrated)—Alma Calder Johnston.....	334
The Men of Old—Lord Houghton	557
The Opportunity of the Teacher in Relation to Civic Betterment— Henry W. Thurston	220
Discussion at the Kindergarten Club	231
The Ohio Conference of Kindergartners.....	282
The Place and Value of the Kindergarten in a Complete Scheme of Education—Anna L. Schepel.....	152
The Power of the Training School in the Education of Young Women—C. M. C. Hart.....	65
The Kindergarten an Uplifting Social Influence in the Home and Dis- trict—Richard Watson Gilder.....	129
That Dreadful Cat—M. M. Johnston.....	469
The Origin and Development of the Ethical Sense in the Child— Frances Cooke Holden	259
The Thistle—Eugenie M. Holmes.....	487
The Touch of Joy—S. E. Kiser.....	460
The Scope and Results of Mothers' Classes—Elizabeth Harrison....	1
The White Knight—Ruth Kimball Gardiner.....	101
Thru the Year With Trees—Elise Morris Underhill.....	35
Tommy's Tin Turnout—Mary McNabb Johnston.....	100
Two Child Study Papers—Earl Barnes— A Study on the Children of a State.....	26
The Child's Favorite Study in the Elementary Curriculum.....	28
Discussion	29
Two Significant Educational Meetings.....	622
Conference of the National Congress of Mothers.....	622
Dedication of the Buildings of the School of Education, Chicago.	626
Twentieth Century Round-Table— Child Study	109
A New School Drinking Fountain—Stuart H. Rowe.....	110
Letter from Havana.....	114
Relation of French Parents to Their Children.....	115
Screen for Playroom Picture.....	115
Jacob Abbott's Confidence in Children.....	116
Sleepy Rhyme—Words, Bertha E. Bush; Music, E. K. Kadeder..	120
Meeting of the State Public School Teachers' Association, La...	444
The Army of the Birds; Words by M. M. J.; Music by E. A. Thomas	446
Piccaninny—Lucie Karnes	311
Emma Booth-Tucker—The Public	236
Two Christmas Stories— A Picture Story—Amy Noake	237
One Bird Saved is Better than None—Aunt Hede.....	239
Christmas—Words by M. M. Johnston; Music by E. A. Thomas.	240
The Story of a Bird—Adapted by A. C. Cox.....	498
How Walter Saw the Easter Eggs Made—Aunt Hede.....	499
Question Box	501
Music in the Public Schools of Rochester.....	502
How the Knights Visited the Kindergarten of the Horace Mann School	366
Mamma's Letter—Youth's Companion	367
How to Prevent Nervousness in Children—Hugh T. Patrick....	558
National Municipal League	559
Children and the Sabbath—American Mother	561
Advantage Offered by Chautauqua to Kindergartners and Par- ents—V. C.....	562
Mothers' Classes—A Course of Study—Olive E. Weston.....	564
Seventh Annual Conference of the Congress of Mothers.....	567
Where are We at Fault?—B. J.....	172
A Seven Year's Sunday School Course.....	175
Waiting to Register (Picture).....	60
What Some Superintendents Say Concerning the Value of the Kinder- garten	551
Where Children in the Primary Grades Have Not Had the Benefit of Kindergarten Training, What Can We Do to Partially Make Up the Loss?—A. Agnes Green	490
Wonderful Seed of Life (Verses)—Bertha Johnston	477
Work with Children in the Carnegie Library of Pittsburg—Elva S. Smith	466



Declaration of Principles.



On this day, sacred as marking the 127th year of the Republic, we, the teachers of the South, representing its every section and its every form of educational effort, come together in reverent memory of all that this Republic of Commonwealths has been, in patriotic love for all that it is to us, and in unfaltering faith in all that it shall be to the men and women after us. Once more, relying upon the God of our fathers, we pledge ourselves in heart and soul and mind to the service of this free democracy of equal men. Again, we recall, with a profound sense of gratitude, the sacrifice, the toil, the courage, the faith of those who have gone before us and made this richness ours. With this sense of gratitude comes the realization that we are unworthy of our inheritance, unless we strive without ceasing to hand it down, not only unimpaired, but bettered, enriched, and broadened, till its beneficent influences shall be brought to every child born in the Republic. * * * *

Summer School of the South.

Knoxville, Tennessee,
July, 4, 1903.

KINDERGARTEN MAGAZINE.

Vol. XVI.—SEPTEMBER, 1903.—No. I.

TWENTIETH CENTURY SERIES.

THE SCOPE AND RESULTS OF MOTHERS' CLASSES.*

BY MISS ELIZABETH HARRISON, CO-PRINCIPAL OF THE
CHICAGO KINDERGARTEN COLLEGE.

THESE is a homely old adage which says, "You must first catch your fish before you can fry them." But its meaning is of especial value to the Kindergartner who is about to organize "A Mothers' Class." The time has passed for educated mothers, in intelligent communities, to lift their eyebrows when told that a mothers' class is about to be started in the neighborhood and that it is to be conducted by a Kindergartner who is an unmarried woman. Educational conventions, Child-Study clubs, scientific magazines and, sometimes, the pulpit, have brought to such a class of women the facts that chemistry, biology, psychology and sociology, all of them comparatively recent sciences, have revealed many things, which will be of value to them in the bringing up of their children.

In such communities the Kindergartner needs only to have tact, a certain amount of polish of manner, a due sense of her own limitations, and a "divine enthusiasm" for the cause which she has, at least, partially mastered, and she wins the day. The mothers themselves will teach her many things and give her flashes of insight far deeper than they realize. She has only to hold to the few *eternal verities* which have made the kindergarten a power in the land, and the mothers will supply illustration after illustration of the genuineness of the truth she has proclaimed, and will astonish her with its applicability to the details of ordinary home life.

The intelligent mother is always willing to listen to anything which may help her to rationalize her efforts in her child's behalf. if she can be *convinced* that this is the case.

In ignorant, or even in half informed neighborhoods, much tact

*Address delivered before the Kindergarten department of the National Educational Association at Boston, July 10, 1903.

and ingenuity have to be exercised, first to bring the mothers together, and then to continue the class long enough to enable them to realize that there are certain inborn instincts in *all* children which should be understood; that there are certain laws of child-nature which cannot be violated without bringing inevitable punishment. This is not an easy task. Yet the mother-heart is there waiting to be touched.

One of the most successful devices for getting these mothers interested in mothers' classes is visiting in the home of the children. Another efficient method of getting into the heart of the mothers to whom you would teach the better way, is to invite them to the birthday celebration, Christmas and Easter festivals, valentine parties and similar red-letter days of the Kindergarten. Every mother enjoys seeing her child made happy, and the sight brings her a step nearer to the woman who has given this joy to her child.

Next in importance in this socializing process, comes a cup of good, warm coffee, with perhaps a bit of coffee bread. It is well known, in social circles, that the click of the cup breaks the ice of reserve, and it is just as true among these shy, oftentimes tired, mothers in the lower walks of life as it is among the rich. It warms them up in more senses of the word than one.

Experience from all over the land shows that, except in the neighborhoods of the abjectly poor, the mothers soon offer to provide these simple refreshments and enjoy dividing themselves into groups of entertainment committees, each serving in turn. The mothers' class thus becomes their social club. Any real *activity* in which all can take part is as valuable in a mothers' class as in a kindergarten. Music is always a help, finger songs may be learned, or ball games for the baby.

Another common device has been to have kindergarten songs and games with the children and mothers together, then send the children with an assistant to the park or to another room and explain in simple fashion to the mothers the value of the exercise.

Some easily accomplished hand-work may be brought in, such as cutting out of patterns for children's garments. In such cases a ready-made garment should always be shown to encourage the class to try to make one like it. A lesson on the construction of simple toys with which to amuse the younger children on rainy days leads naturally into a talk about the value of keeping children employed as the best preventive of mischief. The making of Christmas cards and childish valentines has started many a mother of limited means in the right way to cultivate her children's self activities.

Among foreign born populations an eager interest has been awak-

ened by showing pictures of famous places in the "old country" and by means of some one of them who speaks English calling from them reminiscences of their own early days or their trip across the Atlantic, thus giving them an opportunity to describe what is *the great* event by which they record time. It is well to follow such an afternoon by one in which the famous and beautiful places and buildings of America are shown and explained in order that they may realize that this country also has a history and a future of which they may be proud.

A whole volume could be filled with such suggestions as these. Yet each live Kindergartner creates her own methods of winning the interest and confidence of her mothers. It must always be kept in mind that such meetings, however, are *introductory* merely to the real aim of a Kindergarten class for mothers. It must never descend into a gossip-club. Nor must the Kindergartner rest satisfied to have it continue an amusement hour much as such hours may be needed in some neighborhoods.

lead its members, first, to realize the tremendous significance of their

A Mothers' class, to be a real *vital* power in a community, must work as mothers.

The Divine-right-of-Kings idea has worked untold mischief in the past. A man born a King must do kingly deeds! But where is the unwritten history of the wrongs and crimes that have been committed under the equally erroneous idea that because a woman has borne a child her treatment of it *must* be motherly? I could cause your blood to curdle with harrowing details of the treatment by mothers from which our humane society rescues children. But we need not turn to the debased element of society to see a mother who is injuring her child even while loving him. Who does not know the *weak* mother who yields to her child's caprice, the *vain* mother who overdresses her child, the *ambitious* mother who pushes her child's studies at the sacrifice of his health and character, the *preoccupied* mother who never plays with her child, the fault-finding mother who never praises her child's honest efforts, the unsympathetic mother who never sees the child's point of view. But I need not add to the list to convince you that great as is the power of mother-love, it needs to be *rationalized* to be made conscious of its power, or else it may work untold evil as well as immeasurable good.

A direct appeal must be made to the nurture element which lies in the breast of every woman who is worthy of the name of woman. From the dawn of recorded history wherever women have been found, nurture has been found. The old myth of the She-Wolf suckling Romulus and Remus, is but the primitive way of asserting

what the experience of the race had already proved, namely: that even the mother who has not risen beyond the brute instincts has the nurture element within her.

A belief in this nurture element is the keynote to the truly successful Mothers' Class. It is the highest element in woman, and, if rightly developed, leads her into the highest form of womanhood. I do not mean sentimental gush, nor do I refer to the morbid love of self-renunciation which is sometimes called unselfishness. But rather that deep spiritual element in woman which makes her intuitively feel the weakness or need or discouragement of another when her more outward-looking brother has not yet perceived it, and that makes her rejoice in serving, rejoice in growing, that she may serve the more and the better.

This spontaneous unconscious nurturing element in her must be *rationalized and made a conscious power*. *This is the aim and scope of Mothers' Classes*.

When you ask me what are the *results*, a vision comes before my eyes, the richest vision that all my work has left me, of class after class who have grown in such a thought-atmosphere as this, and I see their faces grow luminous as little by little they learn to think of their work not merely as an individual work of love which concerns their own children, but as a great *world-work* whose influence will go on for generation after generation.

The first great result of rationalizing mother-love is that it dignifies the office of mother. With this dignifying of the office comes the dignifying of its every detail for the sake of the end in view—the giving to the world of one more man or woman, strong in body, clear in intellect, warm in heart and deep in that spiritual life which feels the God-presence every hour! This trained mother knows that sending her child out into the world without a strong body is sending him to his life task with broken tools. Aye, more: she knows that his body reacts on his mind and soul; that the health of the three are inseparable. It is the inner life of her child that she has learned to watch and to nourish as well as the outer. So she prepares his food, or sees that it is prepared, in the most wholesome manner possible, not merely that he may have good digestion and grow in stature and in size, but with his feeding comes her guardian care that he may learn to eat to live, not live to eat.

She watches over his sleep and his quiet waking hours not merely because she has learned that diseased nerves are generally the result of too much excitement during childhood, and that fatigue poisons the blood, and poisoned blood unbalances the mind, but also that the

peace which passeth all understanding comes only from quiet, serene communing with nature and with self.

The too "strenuous" life that is being forced upon our American children is preparing a generation that will fear not God nor keep His commandments. I say this from both a physiological and psychological standpoint. The child that hears not "the God-voice" in his childhood will not be able to unhesitatingly distinguish its words of command in later life.

I do not mean by this that each child should not have active life, an abundance of it: that whenever it is possible there should be allowed perfect freedom for the "motor nerves" to respond to the "sensor nerves." This, nature will see to, if we will permit her. But I had reference to the over stimulation of the sense-perception in childhood, a common fault of to-day.

Let us return again to the rationally trained mother. She has learned that she cannot too early begin her child's social training in gratitude, courtesy and compensation toward the world-workers by whom he is surrounded and sustained. Even in their nursery play she begins to help him play that he is a carpenter, a blacksmith, a cab driver, or other server of mankind. For unless he can enter into the consciousness of the solidarity of the race, she knows he will never comprehend the height nor depth nor true meaning of living!

Nothing that affects the life of her child is uninteresting: or unimportant to such a mother, for she has learned to see it in its bearing on the inmost life by which all outer life is made rich and beautiful, or mean and poor.

Again, such a study leads the mother to look upon her work from the standpoint of a universal work. She learns that most of her problems are the problems of all mothers. I have held possibly a hundred mothers' classes. Some have been large, containing many mothers, and some small, with not more than a score of members. Yet when "Questions and Answers" day came, I have never failed to have asked in some form the question, "What would you do with a child who lies?" "How should I manage a boy of ten who teases his little brother?" "What would you do with a girl of thirteen who is disrespectful?" "How can a slow child be cured of dallying?" etc., etc.

A little book written for a small circle of Chicago mothers, and dealing with these universal characteristics of children, has already leaped the boundary of five foreign languages.

Does not this short outline show where the stress of mothers'

class work should be placed? Not until a mother has learned to look upon her child, not as *her* child, but as a life given to the world, that she is *allowed* to unfold and develop for humanity's service; not until she has learned to look upon her new-born infant as one more effort of the Divine life trying to manifest itself in concrete form, is she ready for the highest work of motherhood, the real *spiritual* motherhood of her child! When this day comes there will be such a religious awakening as the world has never dreamed of!

GOD IS NOT DUMB.

God is not dumb, that he should speak no more;
If thou hast wanderings in the wilderness
And findest not Sinai, 'tis thy soul is poor;
There towers the mountain of the Voice no less,
Which whoso seeks shall find; but he who bends
Intent on manna still, and mortal ends,
Sees it not, neither hears its thundered lore.

Slowly the Bible of the race is writ,
And not on paper leaves, nor leaves of stone;
Each age, each kindred, adds a verse to it,
Texts of despair or hope, of joy or moan.
While swings the sea, while mists the mountains shroud,
While thunder's surges burst on cliffs of cloud,
Still at the prophets' feet the nations sit.

—James Russell Lowell.

INFLUENCE OF THE PRIVATE KINDERGARTEN UPON THE FAMILY AND THE HOME*.

MRS. MARION B. LANGZETTEL, NEW YORK CITY.

TWO subjects have been assigned me for discussion to-day; one the influence of the private kindergarten upon the family and the home, the other the origin and growth of the Froebel League of New York City.

The private kindergarten as distinguished from the public and philanthropic kindergarten, has greater dangers as well as greater opportunities. It is without the supervision and inspiration which comes from being associated with a large educational system and hence often lacks a standard for comparison and becomes a mere caterer to the whims and caprices of its patrons. On the other hand, there may be greater freedom of spirit, better selection of rooms and sanitary arrangements, and less pressure from conditions artificial to an ideal environment for children of kindergarten age. In many states the age limit prevents children of four from entering our public kindergartens. In other cases the adoption of school methods thwarts the very spirit of play for which the kindergarten stands, and forces a child too early out of that waking period of unconsciousness which, when properly enjoyed, makes a richer foundation for all later life.

Again there is often lacking the real spirit of fellowship between parents and kindergartens which is coming to be so large a factor in our mission kindergartens. There are many interests for women, many clubs and lectures, social duties and opportunities for self culture and self expression, and too often the average mother does not stop to realize the importance of the first few years of babyhood, beyond providing a good nurse, a good doctor, and possibly a good kindergarten for her child. Or, the so-called intelligent mother, realizing the importance of training in early childhood, overcrowds his life with numerous engagements and amusements.

Short hours, lack of punctuality and irregularity of attendance, an insistence upon small numbers and those the children of intimate friends, all tend to weaken the work of the private kindergarten.

*Address delivered before the Kindergarten Department of the National Educational Association at Boston, July, 1903.

The cure for this is the organization of parents' classes among its patrons, and the education of the community.

The private kindergarten belongs largely to the child of the rich, and it is here perhaps that it is to do its most important work. And by rich I do not mean only the moneyed rich, but people rich in inheritance and intelligence.

These children are to have the best of life's opportunities. They have the heritage of culture and refinement. They are to assume large responsibilities and occupy high positions in later life, and yet their training is not always of the wisest.

The following estimate gathered from many years of experience with the children of private kindergartens may prove of interest. These children are often one-third larger in size than the children of our mission kindergartens. This may be accounted for by the fact that science has done much to foster intelligence in the feeding and care of children. They are one-third more developed intellectually, owing doubtless to the wide variety of experience open to them and to the response of cultured minds to childish inquiries. But they are one-third behind in dramatic expression and creative power. They fall short in symbolic games and original handwork, showing that increased perception has not been balanced by deepened feeling, motor activity. A child may know the names of fifty birds and yet his bird game may lack all suggestion of a mother's nurturing love. He has a fund of facts, but not the inner feeling which makes these facts live.

The constant stimulus of city conditions and the many sources of amusement give the child keen sense perceptions without corresponding opportunities for expression. With many attendants the child fails to exert his own force and hence does not feel the joy of action, nor gain control of his own desires. One little girl who was asked to bring something yellow to kindergarten, to match a yellow ball, returned the next morning with the excuse, "I asked the butler for it but he was too busy to find anything." It had not occurred to that small child of four that she might have hunted up something herself—and why? Because she was washed, dressed, fed, walked with and played with by some older attendant. Often children either stay out of kindergarten twice a week or are excused early, that they may attend dancing school in the afternoon. Another child of my acquaintance, when asked what she most wanted for a birthday present, said, "Oh, a whole half day to do just as I please!"

Surely Fiske's theory of the value of the lengthened period of infancy has been eagerly grasped by many mothers and they are mistakenly using it to train children for the social life which is to be theirs later. Dancing school, riding lessons, children's parties and missionary meetings, while each may be valuable in itself, are all crowded too closely together in the lives of young children. There is a tendency to do too much and consequently too superficially.

Much of this may be counteracted by private kindergartens. Here is provided a natural place where hearts and minds as well as bodies may be trained. The child is given few experiences and these fundamental ones. He has time and opportunity to enjoy and digest these because they are touched from many points. He comes into a community of his equals under the law of the whole and takes his place as one of many as well as the one to whom many attend. But, perhaps, best of all, he is given a task in proportion to his ability and is encouraged and expected to give, create and share, as well as receive, control and demand.

The Froebel League is an organization composed of young mothers who have made a serious study of kindergarten principles and a practical application of them in their own homes. It had its origin in the advice of a physician to a young mother. He had noticed, in families where one child had had the benefit of the kindergarten and another had been denied that privilege, that there was a marked difference in development in favor of the kindergarten child, and he advised this young mother to look into the subject. She did so and invited ten of her friends to join her in a mothers' class. The work laid out was a study of Froebel's Mother Play and children's playthings. This work was carried on for several years until the need was felt for more complete organization.

The work of the League is carried on along four lines:

1. Kindergarten, connecting and primary classes for children between three and eight years of age.
2. Training and study classes in both the theory and practice of the kindergarten principles for mothers and those having the care of children.
3. Lecture courses in literature, science and music for the purpose of forming universal rather than incidental standards of life.
4. Evening classes for nurses and governesses, where talks and materials are given to aid in the right training of young children.

Each mother makes a thoro study of Froebel's text books.

particularly the Mother Play, Education of Man and the Pedagogics of the Kindergarten. In this way she becomes familiar with an organized series of playthings, typical songs, games and stories, as well as philosophy and psychology.

The course proper is laid out for three years but many of our members have rounded out their fifth year of attendance upon these lectures.

Miss Blow's literary courses form an integral part of each winter's work. The membership for the Faust class last Winter numbered one hundred and twenty-five. Dr. Thelberg of Vassar College gives annually lectures upon maternity and adolescence. Other lectures are chosen from time to time upon subjects bearing on child nurture.

Several letters have been sent me reflecting the opinions of those who have come in touch with the League in various ways and these may show you something of its influence.

"I am very sorry that I cannot put into words my opinion of kindergartens for you. I am waiting for someone else to express what I think. In theory I acknowledge they are ideal, but in practice almost impossible to carry out, but I am a firm believer in the work and approve of its being practiced on other people's children."

"K has been benefited by it in every way. When I sent her to you I confess it was principally to keep her occupied in the mornings, for I did not believe much in kindergartens, but now I am completely converted, for it has developed and helped K in every way. I think the way you have understood her and managed her has been wonderful, and it seems to me that the best part of kindergarten is that each individual child is helped to development where it is most lacking. I cannot thank you enough for what has been done, and I know these two years will have an effect upon her character which will be lasting."

"I feel a good deal more than I can say in regard to kindergarten. For my children it has rounded out each childish impulse which, without kindergarten, would have been left untouched. The successive steps taken have helped them to acquire easily, without force or effort. To me, a child without kindergarten training is like fruit picked too soon and ripened in the dark. For myself, it has taught me a conscious, rational mode of procedure with each child in place of always experimenting."

"In reply to your letter, I would like to tell you that as a girl of fourteen the care of two little brothers became a necessity through the death of my mother when the baby was five days old and the

other boy two years and a half. These boys I brought up in the most vigorous manner. I spanked and scolded frequently and conscientiously did my very best. Kindergartens were unknown to me, but I would have grasped their help, had I known all the support they could give. Having had in this way children to bring up before my own came, it is most interesting and very painful to look back upon my ignorant childish efforts, for it was when my eldest boy was only two months old that your first mothers' class was held in New York. Thru the Mother Play I learned that there was such a thing as insight and that as the nurturing of the soul of each little one was the most sacred thing we should ever be called upon to do, we should prepare ourselves for this holy task in the most thoro and comprehensive manner. Now that our eldest son has attended your kindergarten for two years, we, his parents, are prepared to tell you the great influence for good we feel it has brought him. Neither of us having been able to use our own hands with skill, we look with wonder upon the intricacies of work these little fingers accomplish, and we see with delight the fondness for nature which is most unconsciously absorbed. I am glad to know that my child at this early age is coming in contact with so many little minds under wise direction, and I want to say just here, how heartily I approve of large kindergartens. Hoping you will see from this what a vital want the kindergarten has filled in my life, hand in hand with the mothers' classes, etc."

"I notice my child's deepened interest in nature and the higher standards which he is applying most spontaneously to his own life. For instance, his conception of a hero (or the kindergarten conception) which he is trying to live up to, has entirely changed his point of view as to what he should or should not do, and he is full of a really reverential spirit of patriotism. He meets other children on a more unconscious and better balanced footing, and altogether I am pleased and grateful beyond words. As for myself, I feel that my responsibility is at least doubled since I joined your class in January, but I glory in it, for there is a definite method to be followed and tangible help on every side to further the boy's development. To build up a high ideal of right in the child rather than to correct him in a negative way is one of the greatest theories I have gotten hold of."

"A great many of the kindergarten's benefits are too vague and general to be expressed in a few words. Perhaps the greatest help to me has been the constant holding up of an ideal in the home, and the making of that ideal as definite as possible. I was very much impressed by your saying that the modern child does not get his experience vitally enough—or there is that danger. He is hurried so fast from one experience to another. Also, I was impressed by the emphasis you placed on the thought that we must be definite in

what we do with our children. I have found the Mother Play song especially helpful. For weeks I showed the picture to my little boy, then three years old, and pointed out how we could not see the wind but could see what it did. A little later he said, "Mother, why cannot I see the holy angels if they are watching by my bedside and see me?" I answered, "They are something like the wind. You cannot see that, but you can know about it." His whole little face was illumined and he said, "Mother, I see!" To this day that little fellow's spiritual experiences are deeper for that moment of inspiration. So much for the home. For the kindergarten I have found that the child gets a strong sense of wholeness instead of individualness. The daily hearing of good music has developed an ear and an intense love of music in my child. He has become very observant and very much alive to the world about him. He is now in school and has a good power of concentration. I add this because I have so often been told that this is what the kindergarten child is sure to lack. But what the kindergarten child is sure to have is an immense fund of primal experiences in nature study, color study, stories and their interpretation."

"You would never believe what the mothers' class did for me, were I to tell you. I wrote to tell you once, years ago, and never sent it, it was so intimate. It helped me to find myself. It gave me the keynote. It has taught me the relation of things. It systematized and related all the various facts I had been gathering for years. It gave me a standard to measure everything by. It changed my point of view. It gave me confidence in my own judgment concerning myself (a very useful thing in my own case) and individualized me, set me free in time, free from some things that bound me."

Bishop Spalding tells us:

"Life is the unfolding of a mysterious power which rises to consciousness in man and through self-consciousness comes to a knowledge of a world of law and truth and love, where action may no longer be left to the sway of matter and the impulse of instinct, but should and may rise to the control of reason and conscious insight. To intelligently aid this process of unfoldment is to educate."

Surely if the study of Froebel's principles can keep the mother in the understanding of the earliest years of a child's life, they should be a part of every mother's education.

MEETING OF THE KINDERGARTEN DEPARTMENT OF
THE NATIONAL EDUCATIONAL ASSOCIATION,
BOSTON, MASS., JULY, 1903.

(REPORTED BY CLARA WHEELER, GRAND RAPIDS, MICH.)

THE pleasant auditorium of South Congregational Church of Boston was filled within ten minutes after the opening of the doors for the meeting of the Kindergarten Department of the National Educational Association, Thursday morning, July 9th. An overflow meeting in the lecture room of the church was planned at once, and still all could not be accommodated. At this point, thru the kindly thought of President Eliot, word was received that Mechanics' Hall, the building used for the general sessions, was open to the Kindergarten Department.

The announcement was greeted with applause, and both meetings adjourned immediately to Mechanics' Hall. The number present was estimated at three thousand.

The department was honored by the presence of President Charles W. Eliot, of Harvard University, who called the meeting to order, explained the absence of Mrs. Pauline Agassiz Shaw, of Boston, President of the department, who, owing to ill health, was unable to be present, and introduced the vice-president, Miss Stella L. Wood, of Minneapolis, Minn. Miss Wood, then presiding, introduced Mr. Joseph Lee, vice-president of the Massachusetts Civic League, Boston, Mass. Mr. Lee treated his subject, "Kindergarten Principles in Social Work," in a masterly manner, speaking from the text, "That ye may have light; that ye may have it more abundantly."

Said in part:

JOSEPH LEE.

We have now all learned that the aim of education is power rather than knowledge: Froebel teaches the further truth that the thing to be cultivated is that which acquires the knowledge and exercises the power, the central indivisible essence, the child himself. Every real lesson, every true educational experience, leaves not merely more muscle or more mind, but more child; more of a person there for all purposes.

The method of developing this central and vital principle is by

giving it exercise. It is the work that you put your very soul, your whole heart, into, that gives you back a stronger personality in return. But it is not everything that it is possible to go into with your whole heart. As in the seed of a plant, so also in the undeveloped human being, nature is the sleeping beauty that will awaken only when the true prince comes. It is not merely that some educational means are better than others; it is that some relations are vital.

The home is implied in the child; it could be reconstructed from a study of his needs and emotions, as water could be inferred from a study of a fish's fins and tail. To say that water is, upon the whole, more developing to a young fish than dry land is an understatement. Fish and water, child and home, man and country, hand and tools; these pairs of things are each in a sense a unit—the two sides of the same fact. Growth is fulfilment—the taking on of what was already implied. The educator's business is to read the prophecy of nature and help it to come true.

Such are the essential principles of the kindergarten, and these principles learned partly from the kindergarten but to a great extent rediscovered by practical workers, are being applied in many fields of social activity. Tenement house reform fights in the last ditch to make good the absolutely necessary cubic feet of space for the development of the vital relations of family life; child-saving, by placing its wards in private families is restoring them from stunting in institutions to their natural habitat. The playground gives to the daring instincts of boyhood their natural expression, and to the gang spirit its true fulfilment in the loyalty and budding citizenship of team play. Trade training, in philanthropic school and institute and at the university, recognizes that culture is not an addition to life, but a part of it, to be sought in such vital relations as that of the man to his work."

SARAH LOUISE ARNOLD.

The next speaker, Miss Sarah Louise Arnold, dean of Simmons College, Boston, Mass., presented "Kindergarten Principles in General Education." Her hearty approval of the kindergarten and its methods and principles were expressed somewhat as follows:

"The school of to-day is indebted to the kindergarten for many of the characteristics upon which it prides itself. The influence of the kindergarten may be recognized in school systems which have denied it a place; it is acknowledged wherever the progress of education is thoughtfully reviewed. This beneficent influence has infused a new spirit into the public schools, and has created, or at least developed, a new type of teacher. This extension of the kindergarten spirit is far more important than the extension of the kindergarten.

"Among the many traces of the kindergarten which appear in

general education to-day, these are most prominent, and perhaps most truly indicate the kindergarten spirit.

"1. The mother-instinct in the teacher is approved, and the pupil in the school as in the home, is appreciated as an individual, not merely as a part of a machine." A life to be nurtured takes the place of the block to be carved or the clay to be moulded, in the phrase of the school. This individual life is more reverently regarded than ever before in the history of schools.

"2. Our schools following the kindergarten, are emphasizing the principle that the growth of the individual is a direct result of his 'self activity.' 'Jack ought to know that; I have told him twenty times,' we used to say. The child's knowledge was supposed to be a product of our activity. Now we know that Jack's doing, rather than our prescribing, determines his growth, and the best courses of study arrange for his doing, under wise guidance and prescription.

"3. The gospel of play has been interpreted to us by the kindergarten. The lesson of the playground has been carried over to the school thru the mediation of the kindergarten. The four-year old plays 'The Five Knights,' the college senior presents 'As You Like It.' The parallel is easily discerned. The mimic race of the child's game has in it all the elements of the later athletics.

"4. The power and sense of co-operation are developed in the kindergarten. The many work together for good. The success of all depends upon the achievement of each. This the schools are slowly learning. The individual is brought to his best, but not for himself alone. The goal is service.

"5. And, last, tho not least, the spiritual discernment of the meaning of the task—so emphatic in the kindergarten creeds—is becoming the heritage of all teachers. The child reaching for the 'light bird' which eludes his grasp, learns to rejoice in the beauty which he cannot monopolize—to love the wood-rose and leave it on its stalk.' The kindergarten sees the spiritual side of experience, and learns to measure results by another gauge than the rate per cent. The standard of attainment in our schools is no longer intellectual alone. The citizen and the man overshadow the scholar; rather, the three are one. And for this grace we must return thanks in large measure to the kindergarten."

It was hoped that Booker T. Washington would be present, his subject to be "The Kindergarten and the Negro," but a telegram from him announced that he was unable to attend.

PRESIDENT ELIOT.

The general discussion of the day was opened by President Eliot in the following strong and helpful address: "Tho I have had less personal observation of kindergarten work than of the secondary

and higher work I am sure the fundamental ideas of the kindergarten are just what are needed in all grades of schools. The best principle and practice of the kindergarten is that the children should be happy while they learn, and that they learn better while happy.

"The older view was that there was no real work, no valuable discipline in school except thru disagreeable, painful and repulsive processes. This idea received support from the theological doctrine that solid good can come to poor humanity only thru pain, misery and unhappiness. It is this hideous error in education against which the kindergarten contends. The kindergarten brought the antidote for this poison in the mind of youth.

"For generations systematic education has been looked on by the young as an infliction to be endured, an interference with the natural joys of life. It is not the children only who need deliverance from this view of life. How many adults still regard labor as a curse, and the earning of a livelihood as an obstacle to happiness? Yet labor creates the home and civilized society. It is always the interest in labor and the product of labor that makes it happy.

"Every intelligent person to-day seeks his fundamental satisfactions thru labor—labor with a loving motive. For instance, the hard work done to prepare for this convention called for patience with details, and persistence in overcoming obstacles, under no little anxiety about the outcome; but there are no better satisfied men at this moment than the local executive committee for this convention. They are happy in their legitimate reward—these profitable meetings * * * these glad thousands. At school the child should work with hope of achievement and with the sense of having achieved; and that child only is to be pitied who is unable to win this satisfaction. Are not these the inducements to hard work which satisfy and profit grown-up people?

"The kindergarten sets them before little children.

"The motive of the kindergarten. 'Joy in doing' should be the motive in all education, and the inspiring, the happy motive at every stage of human life."

MICHAEL ANAGNOS.

Michael Anagnos, director Perkins Institution for the Blind, Boston, Mass., followed with an excellent paper relative to the value of the kindergarten in the education of the blind, the deaf and the feeble-minded. He said:

"There is no clearer evidence of the value and significance of the kindergarten than the fact that its methods, as systematized and put into practice by Froebel, are the basis in all education at the present day. They are definite in their purpose and universal in their scope. They form the foundation of rational pedagogy and have infused new life and vitality into this science.

"These methods apply with even greater force to the training of the little blind boys and girls than they do to that of normal children.

"Bereft of one of the royal avenues of sense and born for the most part to poverty and misery, these hapless children live in ever-enduring darkness and are terribly hampered in their movements, and greatly circumscribed in their opportunities for bodily exercise. Their infirmity exerts a baneful influence upon all sides of their being and impedes the harmonious development of their physical, intellectual and moral powers. It deprives them of all incentives to locomotion, and cuts them off from the ordinary ways of play.

"Now, of all the instrumentalities which can be successfully employed with a fair prospect of overcoming these obstacles and of producing results of a superior character, the kindergarten is the most promising. It supplies the air, the sunlight and the showers, which make them grow strong and healthy, and which are needed to secure the germination of the seed of their faculties planted in the soil of a parched and imperfect physical organization.

"Of the numerous beneficent results obtained from the methods and processes of the kindergarten, supplemented by the simple exercises in the gymnasium, the following are the most noticeable: Good physical development, muscular strength and suppleness, habits of attention and order, freedom and grace of movement, quickness of invention and sanity of imagination, manual dexterity, together with love of construction and appreciation of utility, an elementary idea of symmetry and harmony, and initiation into the conventionalities of polite society as shown in the demeanor of one child toward another, and in matters of eating, drinking and personal cleanliness.

James J. Greenough, master of Noble and Greenough's School, of Boston, Mass., and F. Louis Soldan, superintendent of schools, St. Louis, Mo., were other interesting speakers of the morning.

A short business session was held for the appointment of committees, etc., resulting as follows:

Committee on Nominations—Caroline T. Haven, New York City; Mary C. McCulloch, St. Louis, Mo.; Evelyn Holmes, Charlestown, S. C.

Committee on Resolutions—Fanniebelle Curtis, Brooklyn, N. Y.; Ella C. Elder, Buffalo, N. Y.; Mary A. Birch, St. Louis, Mo.

Friday morning, July 10th, Mechanics' Hall was again the place

of meeting and fully two thousand persons were doubtless in attendance. Mr. Richard Watson Gilder, editor of the *Century Magazine*, New York City, spoke of "The Kindergarten an Uplifting Influence in the Home and District," giving most interesting account of the work in New York City and of the peculiar conditions existing there. He spoke particularly of the influence of the kindergarten upon the child's home and thus in time upon an entire district.

In closing, he said: "In such a time as ours, amid such conditions as these; some local—such as I have described as existing in New York, and other large cities; and some general, existing to a certain degree in almost every division of our enormous commonwealth—in such a time, I ask—applying an old question to a present situation—if there were no such thing as the kindergarten—would it not be necessary to invent it?"

Miss Caroline M. C. Hart, of the Baltimore Kindergarten Association, Baltimore, Maryland, gave an address on "The Power of the Kindergarten Training School in the Education of Young Women," and Miss Elizabeth Harrison, principal of the Chicago Kindergarten College, spoke of "The Scope and Results of Mothers' Classes."

These were followed by an exceedingly helpful discussion of the subjects by Mrs. Marion B. B. Langzettel, of New York City, and Mrs. Ella Flagg Young, of the University of Chicago.

Professor Young expressed sympathy with the kindergarten idea, but gave a new note of warning when she said: "If in your work there comes development and then from twelve to the age of twenty a reaction is observed, there is something wrong in the way Froebel's message is presented."

Miss Wood, the presiding officer, who is also the corresponding secretary of the International Kindergarten Union, gave a brief résumé of the work of that organization, from which it was learned with interest that the kindergartners of America first organized at the Saratoga Springs meeting of the National Educational Association in 1892 to prepare for the Columbian Exposition of 1893. Thirty signed at Saratoga as charter members. Later, the crowded condition of the N. E. A. programs, owing to its large number of departments, made it seem necessary to appoint a separate time and place of meeting. In 1903 at the tenth annual meeting held April 14 to 17 at Pittsburg there were reported five life members.

two honorary life members, ninety-six associate members, eighty-one branches, representing eight thousand members, and there are now represented in the Union twenty-seven different states, Canada and South America.

Miss Fanniebelle Curtis, Chairman Committee on Resolutions, reported:

The Committee on Resolutions desire to present to the Kindergarten Department of the National Educational Association the following:

We cannot too highly commend the efficient work of the General Committee of Arrangements. We heartily appreciate the warm hospitality of the Eastern Kindergarten Association at 6 Marlborough street and the invitation of Mrs. John C. Phillips to her summer home. We extend to President Eliot, generous recognition of his support, and to Mrs. Pauline Agassiz Shaw appreciation of the admirable selection of speakers and topics. The only regret is the absence of our honored president, Mrs. Shaw, whose duties as presiding officer have been graciously assumed by Miss Stella Wood.

The Nominating Committee submitted the following names:

President, Dr. Jenny B. Merrill, New York City.

Vice-President, Mrs. Margaret J. Stannard, Boston, Mass.

Secretary, Mrs. O. S. Chittenden, Omaha, Nebraska.

Upon motion the nominees were declared elected for the ensuing year.

The chairman presented the department gavel to the incoming president, who accepted it with a brief and appropriate response.

And thus adjourned one of the most successful sessions ever held by the Kindergarten Department of the National Educational Association. Of the many excursions planned and carried thru, and the many interesting exhibitions, we have not space to tell here.

The Boston volume of addresses and proceedings of the N. E. A. will be one of rare value and will doubtless be desired by many teachers who were not at the Convention and who are not enrolled as members. To such it will be supplied at the price of Associate Membership, \$2.00. Orders for this volume should be sent to the office of the Secretary, Irwin Shepard, Winona, Minn., before October 1st.

The Association has created a number of new special committees of investigation on important educational questions.

PROGRAM SUGGESTIONS.

HORTENSE MAY ORCUTT, NEW YORK.

So many good programs have been submitted to the kindergarten world in the last two or three years that the need of more models is hardly apparent. The best possible program is only such in the hands of its creator; passed once along and it loses the virility, the initiative, the organic power that makes it so forceful and so good when worked out by its author. It becomes, even tho we admire and long to emulate all that it sets down, just a little mechanical, inflexible and aggressive, and so far uneducative.

Now if there be one matter more than another, concerning which we are all agreed, it is that whatever we offer to little children shall be living, shall be vibrant with the best thinking, willing, feeling of which we are capable; and the test of how good such *best* of ours may be is the quality of thinking, willing, feeling that it awakens in the children. So the first suggestion I would offer is that each one should make her own program, that into it she should put her ideals and the best of her experience; that she should test what she has done by the best model programs, profiting by those suggestions which supplement and reinforce, yet do not destroy, her own organic plans and that she should then stand bravely by this best even in the presence of those critics who inquire, "Who are you that you should write a program?" and tho she can only answer, "It is a poor thing but *mine own*." In being her own at least it will have the merit of being real and living and offer therefore greater possibilities than even a better program once removed from these vital forces.

And now, feeling really free to put the best of our creative power into our program, let us be true to the spirit in which it was made and test its worth by the free, creative activity it brings forth from the children. It is not enough that the program on which we work shall be our own—it should be the children's as well. To be sure, the good kindergartner is mindful of this when she writes her program. It is based on the needs of her children for harmonious growth; it works, or aims to work, from the known powers and

experiences of the children to the related unknown, and it allows for individuality and variety. But she would be a seer of seers indeed could she foretell all the essential needs of her children for a month or a week, even a day or an hour—much less write out, with any degree of accuracy, what is to be done to meet these needs. Whenever you have a growing human being to deal with you have to deal with the blessed element of the incalculable. So, in a sense, just as it is wrong to kill or repress the self-active, creative power of the kindergartner by forcing upon her a program from above, so is it wrong for the kindergartner in turn to force her own plans of growth upon the child when manifestly his needs lie along quite another line. She may, with all the wisdom she could at the time have commanded, have planned for talks, stories, dramatic games and related occupations dealing with the postman beginning on a certain Monday morning in February, when, as sometimes happens in New York, the first snowstorm of the season begins its silent falling on Sunday night. Monday morning you waken to a new world, certainly to new conditions. The snow is still coming, the traffic of the great city is much congested, you have many buffets and experiences in getting to the kindergarten; you, yourself, are forgetting the postman or else remembering him only as he too must go his round in the storm. And the children—particularly if they be East Side children—don't fancy the storm will keep them home; they will come from all the crowded streets that bound the schoolhouse with the vision of fairyland in their eyes. "It snows!" each child must tell you for there are as many snowstorms as there are children. And the world outside, the ugly world of what is wont to be the most unpicturesque quarter of the East Side, is a veritable world beautiful this morning of the snow. Even the Elevated is lovely—a bower of white festooning above our heads. It is a time to seize and dwell upon, for in the sun and the shovelling and carting of another day it is gone. It is a time, too, to nourish your own ideals. If for a single moment you had thought that you had to do with children a bit stolid and unimaginative you are now forever undeceived. Italy and Poland, Russia and Hungary are striving to tell you, each in childish phrase, that to her the snow is beautiful and world wonderful with new possibility. Where is the postman now, or where should he be with snowball and snow man and snow cave in the yard outside and a treasury of song and story to tell of it all indoors?

So your program must be flexible, and now and then it must step graciously aside that you may meet an immediate need with which you could not have reckoned when making it out. I said step graciously back, advisedly, for we should be glad and welcome every interruption that makes for spontaneous delight and actual living experience.

All this is no new device, but is it not a little needed in these days when the program has assumed such supreme importance? Much of this importance is legitimate, for with the coming of the program came stronger, more organic, more purposeful work. But when one hears of scathing rebuke administered from above to the kindergartner, who, in such a day as we have described, is found drawing a snow man when her program reads "Weaving-over one, under two," is it not time to protest? Time certainly for the kindergartner to defend her snow man and the faith that is in her even in the presence of august authority. To those of us who are really free in our work and whose directors encourage all things that promote spontaneity and develop human power such a defence would seem to take very little courage. But to those less fortunate kindergartners, of whom there are many, whose directors hold tenaciously to program and system for program's and system's sake—and perhaps just the least bit for authority's sake too!—it takes not only courage and loyalty to first principles but the tact not to antagonize and the ability to justify one's departure both in ready praise and honest result which may not be denied. The kindergartner was ever an innovator; let her not lose her ideals and her initiative in the mechanism of the great systems of our public schools. Keep the work human, beautiful, keep it free!

Among the fundamental and direct helps to this end is an insistence on cleanliness and that what is clean is beautiful. We all strive to get the children clean, particularly if we be working in the crowded quarters of a great city, but do we invest the clean with enough charm, do we make it seem a lovely thing to be glowing in body and spotless in dress? And do we make felt its full value as a condition for health and human power? We might do worse than to turn Kipling's lines into a kindergarten song.

Is known by the gloss of his hide."

"Be clean! for the strength of the tiger

Much of our September program might be devoted to cleanliness

and be in no sense a limited program. We could connect it at once with the home interest washing and ironing and very soon, let us hope, with the daily bath. The caring for the baby may come in here, too, for babies are commonly kept cleaner than other people. The subject grows naturally from the clean person to clean conditions, clean houses, clean schoolrooms, clean streets, and all the various occupations that these conditions imply. In these, as in all matters, example and imitation will play an important part—the most important perhaps. For let the kindergartner be sure that she will be looked to as a model for whatever she advocates. The shirt-waist, or better, the wash gown, that will do one day more because “it’s Friday” will not do at all if she is to consistently maintain the standard of the beautifully clean. It may not be in her power to have the room in which she works immaculate, but she can see to it that no dust-laden work is about, that piano keys are spotless, that her desk is orderly and in short that everything that she and the children can do to make the place beautifully wholesome and clean is done, and meantime she can put in a word for better janitor service whenever the opportunity offers.

To keep an inspiration in this work we must have as always the song and the story—and here let us not forget Kingsley’s “Water Babies.” Many a tale of Tom can be told if properly culled—and there, too, are the words of the Irish woman to keep our courage up—“Those that wish to be clean, clean they will be, remember!”

Food and sleep are two other subjects too often left out when we write our program. And here there is such great need and such rich opportunity.

Milk, of course, has long received its proper attention from us all, but I think very little else in way of good food has been given equal importance. The cereals that we encourage the children to eat can be so well related to the harvest time and the fruits and vegetables too. These last, with their simple and beautiful shapes, offer the best of models for the first drawing and clay lessons. They serve, too, for cutting and tearing work. We have here, also, the best of materials for the early sense games. To be sure, we have long had the fruits and vegetables in the kindergarten, but how often have we placed the emphasis on their food values or seen to it, so far as we could, that this emphasis had its proper application? And there is real need of both. Count the anæmic children in any East Side

kindergarten; inquire in the first morning circle what each had for his breakfast and you will hear "tea" and "coffee" and "cake" until you wonder if all the milk and eggs and oatmeal have been monopolized by "the other half." But it is not the selfishness of the other half, but the ignorance of this half with which you have to deal and, thanks be, it is a teachable half that responds, oh, so gladly, to truth and beauty.

And now, to the matter of sleep. Again inquire around the circle; let the question be about the bedtime and you will hear tales of ten and eleven o'clock, even of midnight, and the "the *a tre*" and no one will have gone to sleep before the lights of the Bowery were blazing, and that, too, in early September. So right here we have another needed subject to incorporate into our program and a beautiful one. Some direct and simple talks never fail in interest and result. If we like, the subject may be illustrated and supplemented by carrying it into the animal world. Avoiding the owl and dwelling upon the hen and chickens we fare very well! But, incongruity aside, the subject correlates well with natural conditions in the fall, the sleeping seed, hibernation, and the like.

Here, too, we have a treasury of song and story. Eugene Field, "Japanese Lullaby"; Stevenson's "My Bed Is a Boat;" Neidlinger's "Rock the Baby"; Gaynor's "Land o' Nod," and a long, long list beside. On no other subject in our kindergarten repertoire is there more beautiful song and verse. Those lullaby songs, or rather simpler ones than I have mentioned, are especially good for the children's first songs. It is easy to get good tunes for they are all to be sung very softly. They lend themselves well to humming and there is no better vocal exercise for little children.

The quieter time after the period of lively rhythmic exercise when the children sit in complete relaxation or play at going to sleep is a fine time for the kindergartner to sing to the children some lullaby that she wants them to learn later on.

The tiptoe game with one child for a sleeping baby is simple; quieting, and always delights the children. Putting the kindergarten dolls to sleep, rocking them in the arms to lullaby music is a good rhythmic movement and a never failing joy. Many a timid child has been known to make her first venture in this wise.

"The questions of quarters and sleep and bath and dress and diet are not commonly taken up in any detail by the formal educator, but they are the conditions of health and just in proportion as we

are artist-philosophers must we take them up and solve them." ("Education and the Larger Life," Henderson.)

When we begin in early September systematically and purposefully to work for cleanliness, for proper food and adequate sleep by making these fundamental and beautiful things not simply a part of the child's duty, but a part of his ideal, we have builded the best of foundations for strong and joyous activity in all our work and play thruout the year. We have made the twenty-one hours outside the kindergarten help the three within, or better still we have helped the child to carry an ideal from the kindergarten into the home and so far as we have done that we have helped him to unify life.

Now, one word as to the value of first impressions. The children never forget this first day at kindergarten. Let us make a note of the fact when we make out our program. Flowers on the tables; the gold fish bowl where it will attract attention; a sand table story already worked out; a doll or two in spotless white to strike the key-note of the beautifully clean; the balls and a few simple toys on a small, low table; all these things will speak of a friendly world far better than any words of ours can do. The children will recognize their own and feel at home.

We need, also, to see to the spiritual equipment of our room; on that first day the simplest and best of our ideals must be there—the child should feel their welcome and respond to their beauty. See to it that the first story you tell is good enough to be remembered forever.

"Especially important is it to make the first impressions and memories which are to impart a tone to one's spiritual system for life rich and pure enough to outsing all baser and cruder songs and set the pitch of character.*

In a Philadelphia kindergarten school a teacher was telling the little children all she knew about a clock. "Now, this," she said, "is the pendulum—this thing that swings back and forth. Did any of you ever hear the word pendulum before?"

A child put up her hand. "Yes, teacher," she said. "Pendulum Franklin. I've heard it often."—*Exchange*.

*"The Teaching of English," Percival Chubb.

TWO CHILD STUDY PAPERS.*

EARL BARNES, LECTURER FOR THE AMERICAN SOCIETY FOR THE EXTENSION OF UNIVERSITY TEACHING.

A STUDY ON THE CHILDREN OF A STATE.

CHILD study is just passing over into its stage of comparative studies. At first, each of its students was eager to discover some new and striking field for his investigations; to-day, we are glad to work over again some line of study that has already yielded results in the hope, thru comparisons, of rising to larger and more clearly defined generalizations. Such comparative studies are so expensive in time and money that they need the support of our educational departments, city, state and national. At present, our national government is spending more money and effort on the study of codfish and reindeer than on the study of the 18,000,000 children in our schools.

Such multiplied studies will ultimately establish general laws of average, tho there is a point beyond which it is useless to multiply data, and this for two reasons: 1st, A study of 200 boys of each age and the same number of girls gives us averages that are nearly persistent with most simple tests. A study we have just made on 1,000 eleven-year-old girls from Hudson County, New Jersey, shows that when the girls are grouped in hundreds the averages are fairly steady; in two hundreds the variation is very slight; in five hundreds the averages are identical. In the second place, data on any subject which extend beyond the administrative unit that controls the subject under investigation will blur our generalizations thru overlapping of conditions. Thus studies on physical development should be confined to children of the same race; studies for a state series of text books to the children of the state; studies on tardiness to the city or building under consideration. Studies with these natural groups will establish generalizations; comparisons of such groups will furnish limitations of these generalizations.

During the past few years the writer has gathered many thou-

*Given at N. E. A. at Boston, July, 1903.

sands of papers written by children in London, England; Springfield, Mass.; Johnstown, Pa.; Trenton, N. J.; Chester, Pa.; Lancaster, Pa.; Hudson County, N. J.; Atlantic County, N. J.; Sussex County, N. J., and Chester County, Pa., in response to the question: "What person of whom you have heard or read, or whom you have known, would you most wish to be like? Why?" Carefully elaborated tables show that in all these places there is great uniformity of development. Thus all little children choose acquaintances as their ideals and then gradually substitute for them as they grow older characters from history, literature and public life around them. In all these places, boys rarely choose women ideals, but girls choose a quarter of their ideals among men at eight years old, and increase such choices steadily to more than fifty per cent. when they are twelve or thirteen. At the same time that these multiplied studies show the universality of laws of development the returns from each place are distinctly individual and the averages in this, or in any similar test represent the general educational and sociological intelligence of the community examined. Thus the averages for Springfield, Mass., probably one of the best educational centers in America, show the little children nearly all choosing ideals from their families and their schools and then steadily and rapidly going over to ideals drawn from books and conversation. This shows a good growing condition of mind. In some of the other cities the averages show a much less desirable condition of growth.

These comparative studies will also throw great light on national qualities of character. In a recent study on New York kindergarten children we found American, German and Irish children drawing most of their ideals from their homes, while most of the Hebrew and Italian children drew theirs from the school. The American home may exist without the school, but for the children of Southern Europe the school and not the home sets the ideal. Such qualitative studies are especially needed in dealing with our colored population and with our Indians. Prejudices have ruled long enough in these matters; it is time for us to know what we are doing. Such studies will also help us to establish sex differences; to determine the effects of class distinctions; to trace results of religious education; and to work out all the varying social factors that make up our own civilization.

THE CHILD'S FAVORITE STUDY IN THE ELEMENTARY CURRICULUM.

Studies have a twofold value—to store the mind with information and to train it so that it will work effectively. If we think of a study as furnishing information, then it is obvious that the adult alone can know what is best to give to the child; if we think of the study as furnishing training, then the child's attitude toward the subject becomes of greater importance. Several attempts have been made to determine children's attitude toward the subjects they study by having them describe the one they like best and the one they like least. Superintendent H. E. Kratz, of Sioux City, made such a study in 1897; Miss Kate Stevens made one on the children in a North London Board School in 1899; and in the same year M. Chabot tested 400 children in Lyons, France. The present study is based on returns from three cities in Pennsylvania gathered in connection with the institute work during the past months. The tables presented are based on 1,150 papers written by boys and 1,200 by girls in a progressive manufacturing city of about 50,000 inhabitants. The city has excellent schools, a select staff of teachers, a highly trained and progressive superintendent and one of the best courses of study in the country.

The boys' favorite subjects are, number, 35 per cent., and reading, 24 per cent., with spelling third, 12 per cent. Geography, 7 per cent., and history, 8 per cent., are the only other subjects that have any considerable following. Language and grammar are chosen by only 3 per cent. of the boys. Subjects most disliked by the boys are grammar and language, 19 per cent.; spelling, 15 per cent., and physiology, 9 per cent. Penmanship, with the newer subjects that have been added to enrich the curriculum, physiology, music and drawing, are none of them chosen by more than one boy in a hundred. Fewer of the girls care for number and more of them care for language, but on the whole their choices are strikingly close to those made by the boys. The conclusion from this part of the investigation is that the newer subjects have taken little hold on children's admiration, but instead they cling to reading and arithmetic.

If we examined the choices thru the successive grades we find that in the beginning children like reading and a fair number dislike it; at fifteen they neither like nor dislike it; we do not seem to have succeeded in furnishing attractive content for reading after the mechanics are mastered.

In the lower grades many children dislike number and few like it; at fifteen many like it and hardly any dislike it. This would seem to say that in teaching young children number we are working entirely against the current, while after ten the current is all with us.

Language and grammar are disliked by children of all ages; evidently the new subject, "language" has not won the liking of the children. They say it is empty and tiresome.

Physiology is strongly disliked at all ages; whether this is because the subject has been forced into the course of study by an adult reform movement, or whether there is a natural reticence in children which unfits the subject of physiology as now taught for the elementary course of study we cannot say.

That the results here given are not due to locality is shown by the fact that the returns from three different cities are very nearly the same, and they all agree in the main with the results reached in Sioux City. That liking is not determined by the fact that the subject has been long taught is proved by the small vote given to writing. That continuing a subject thru the grades will not necessarily make the children like it is proved by the returns on language and physiology. If it be said that the results are due to the teachers' liking certain subjects, then we have to show why the teachers, also reared in American schools, like them.

In any case, this study is simply diagnosis, and practical school men must make the application.

Mr. Barnes' papers, together with the thoughtful discussion they provoked, will start many minds upon important paths of investigation in the immediate future. Supt. J. H. Van Sickle, of Baltimore, Md., and Miss Ada Van Stone Harris, supervisor of kindergartens of primary schools, Rochester, N. Y., led the

DISCUSSION OF THE PAPERS.

After a few words appreciative of what Mr. Barnes' studies had thus far done for the schools, Supt. Van Sickle gave his reasons for dissenting from some of his conclusions. We quote:

"Professor Barnes has rendered a service to the schools by compelling attention to considerations too often overlooked, namely, how our teaching appeals to children. The quantitative studies on children which Mr. Barnes has carried on for many years have interested progressive teachers everywhere, and in many instances there has resulted a radical change in the school atmosphere. Professor

Barnes sent me a copy of his paper some weeks ago. Meanwhile, in person and with the aid of two of my associates, I have gained some data the study of which compels me to question the method used by Professor Barnes and to dissent from several of his findings.

"1. The questions do not give the child liberty to express his real attitude toward his school studies. If you want the true attitude of the child toward the several studies you ought not thus to limit his choice to two.

"2. Under such circumstances, the answers do not appear to me to have any great scientific value, since, by using these questions, you can, on different days, get a radically different set of answers in the same room. An especially interesting lesson on any topic will materially change the result.

"3. The effect of the teacher as a factor in the result is not and cannot be taken into consideration in a study like this, conducted at long range. The personality of the teacher and his skill in using methods, calling into play all of the activities of the child, are factors that make a vast difference in the quantitative results obtained.

"4. While it is true that we ought to be influenced very greatly in our opinion of the existing course of study by the attitude of the child toward it, unless we select for our test classes skillfully taught we get no result that can be taken as a fair criticism of the subject matter of the curriculum.

"6. It seems to me that we are not justified in saying that 'the broadening and enriching of the curriculum has given us subjects that do not appeal strongly to children,' when we base our judgment upon a study that does not allow the child to say what his attitude is toward them unless he selects one of them either as his first choice or as the least liked. They may be liked very well indeed without getting into the quantitative study. The phrase 'under existing conditions' is the saving clause in this statement. Shall we throw the new subjects out or change existing conditions? Conditions are changing, teachers now entering the service have been taught to draw and to sing; they have had sewing and industrial work of various kinds. They will teach these subjects as naturally and as readily as any others. The teacher likes subjects which he can teach well, and as a rule children like what the teacher likes, if they like the teacher. Broadening and enriching the curriculum has not been long enough in evidence to produce its true effect upon the teaching force the country over.

"I cannot resist saying in conclusion that, after all, it is not altogether the course of study that is so faulty, but the books used and the methods employed. The personality and professional limitations of many who teach must always be reckoned with."

Miss Harris' observations had led her also to differ in some points from Dr. Barnes. She said in part:

"The facts as given us in Dr. Barnes' paper are extremely inter-

esting and rich in suggestion. 'Our present language and grammar work annoys them thru its indefiniteness and emptiness.' This generalization is of course based upon the old way of teaching language; that is, the teaching of technicalities, the glib use of certain terms and the construction of meaningless sentences, rather than cultivating the power of beauty and elegance of expression by utilizing interest as a basis and the great thought subjects as material. It is because of the former being taught first that the young child sees 'no value in it.' By creating and stimulating the thought activities the child's mind is so full of rich experiences that he is ever possessed with the desire to express himself fluently and freely; thru the power thus gained he can intelligently comprehend the value of that which as generally taught seems to him indefinite and empty.

"Conclusions regarding the statement 'that the broadening and enriching of the curriculum has given us subjects that under existing conditions do not appeal strongly to children depend upon one's experience. 'Enriching the curriculum' does not mean merely affixing subjects to a list. It means an infusion and a vitalizing of interest—a quickening of the blood, and a reassociation of the spirit and attitude of the teacher toward her work and toward the child.

"It is not an extension of program when, in the teaching of geography, we ally history and literature. We are simply relating the subjects, enriching and adding interest.

"According to the figures given, we must conclude one of three things—that reading and number are vastly more important than any other subject, or that all the others disliked are unimportant, or that the subjects disliked reflect on the teaching. To the first and second we cannot agree. To the latter, yes.

"If one subject is better liked than another, it is because it is better taught. Results of observations in schools where curriculum is enriched in name only, compared with those enriched in spirit and in the interpretation of the letter, show that in the latter children like that which is best taught, or which made the last impression. If taught in the light and true spirit of modern pedagogy, by skillful and systematic teachers, I hold that any subject, no matter what it may be, will be a favorite subject. The fault in the educational system of today lies not in the fact that there are too many subjects: it is due to the lack of preparation and lack of knowledge of the subjects on the part of the teacher. The trouble lies not in a congestion of the course of study, but in a congestion of teachers illy prepared for the work they are supposed to undertake. The multiplicity of subjects grows out of the fact that teachers fail to interpret the work laid down for them. They are not prepared to correlate the various subjects. To love a subject or not to love a subject is not due to an overcrowded curriculum; rather due to our failure to interpret that curriculum and consequently to poor teaching.

"The need is an enrichment of the teachers' knowledge."

DECLARATION OF PRINCIPLES

OF THE STUDENTS ATTENDING THE SUMMER SCHOOL OF THE SOUTH,
UNIVERSITY OF TENNESSEE, KNOXVILLE, JULY 4TH, 1903.

On this day, sacred as marking the 127th year of the Republic, we, the teachers of the South, representing its every section and its every form of educational effort, come together in reverent memory of all that this Republic of Commonwealths has been, in patriotic love for all that it is to us, and in unfaltering faith in all that it shall be to the men and women after us. Once more, relying upon the God of our fathers, we pledge ourselves in heart and soul and mind to the service of this free democracy of equal men. Again, we recall, with a profound sense of gratitude, the sacrifice, the toil, the courage, the faith of those who have gone before us and made this richness ours. With this sense of gratitude comes the realization that we are unworthy of our inheritance unless we strive without ceasing to hand it down, not only unimpaired, but bettered, enriched and broadened till its beneficent influences shall be brought to every child born in the Republic. We bring to mind, moreover, what of power and influence the men and women of our own section have contributed to make this inheritance so precious. It is, therefore, meet that we should think over once more on this State day the enterprise and energy of Southern men in settling and making habitable the fairest portion of this continent, the wisdom of Southern statesmen in shaping and molding this union of states and laying the foundations of democracy, the courage and heroism of Southern soldiers in wars within and wars without; the sacrifice, the patience, the fortitude of Southern men and women in facing and solving problems of peace, problems no less momentous in their results than the battles of war. With all these memories crowding upon us and appealing to us, we commit ourselves anew to an unfailing belief in the principles of democracy and to an abiding love for this union of states as its only proper home. As teachers and educators we declare:

I. That the fundamental principle of democracy is to be found in its faith in the individual man and in all that he may be to himself, to the family, to the state, to the church.

II. That the child problem of democracy has, therefore, to do with the training—the training of head, of hand, of heart—of each child born into the state, so that he may do the work of life with the least waste of opportunity and material.

III. That the school, the college, the university, are the supreme sources for calling forth and training the wealth latent in childhood so that it may become a contributing part of the larger wealth of society.

IV. That all questions with which we of the South are dealing—questions touching industry, commerce, religion, literature, the social and political order—all wait on the supreme question of education and cannot be solved until the darkness of ignorance and prejudice give way to the light of intelligence and wisdom.

V. That the appalling mass of illiteracy and ignorance which has come to us as an historical inheritance, instead of oppressing us, calls to us in trumpet tones to do battle in the highest cause that we as a great, an heroic, a brave people have ever been engaged in.

VI. That, with the keen realization of what we have to do and of the nature of the struggle we are entering upon, the resources of all the states should be pledged to the maintenance of this struggle till the victory shall have been won.

VII. That this struggle cannot be successfully carried on without certain essential things, and for these we make appeal to our patriotic fellow-citizens everywhere:

1. Higher standards and the best equipment for the preparation of teachers in scholarship and professional training.

2. Better school houses in town and country, longer school terms, and larger salaries, so that teaching may, in truth, become a profession and invite the best talent.

3. Expert supervision in country as well as in town, with county superintendents trained for the great interests committed to their keeping.

4. Such consolidation in the rural districts as will bring the best within the reach of every child.

5. A deeper, broader, a saner appreciation on the part of the general public of the needs, the requirements and the value of every phase of educational effort—an appreciation that will organize all the social forces of the community—the church, women's clubs, and all civic bodies—for the highest interests of education.

VIII. We believe and declare that the moral and spiritual side of education is of prime importance. Any education of youth which forgets this is radically wrong, fatally and fundamentally defective. A civilization based not on the moral and the spiritual is a civilization lacking the chief elements of permanency.

IX. As an individual corollary we hold that every teacher should not only know something thoroly and know how to teach it properly, but ought, in his inmost soul, to be something worthy. Character first, knowledge second, methods third.

In conclusion, we desire to express our gratitude to the broad

patriotism and generous liberality of the General Education Board and the Southern Education Board, to the University of Tennessee, to the citizens of Knoxville, for making possible this Summer Training School of the South. With all their vision of what its influence might be, we believe they have builded better even than they knew.

H. N. SNYDER, Chairman, So. Carolina.

W. W. BENSON, Alabama.

MISS STOKES, Arkansas.

H. A. WOODWARD, Florida.

V. V. MORGAN, Georgia.

GEORGE E. HANCOCK, Kentucky.

J. O. TAYLOR, Louisiana.

ALFRED HUME, Mississippi.

R. T. WYCHE, North Carolina.

S. E. HILL, Tennessee.

ERNEST VILLAVASO, Texas.

THOMAS W. JORDAN, Virginia.

LET ME BUT LIVE.

Let me but live my life from year to year,
 With forward face and unreluctant soul,
 Not hastening to nor turning from the goal;
 Not mourning for the things that disappear
 In the dim past, nor holding back in fear
 From what the future veils, but with a whole
 And happy heart, that pays its toll
 To Youth and Age, and travels on with cheer.

So let the way wind up the hill or down,
 Through rough or smooth, the journey will be joy;
 Still seeking what I sought when but a boy,
 New friendship, high adventure, and a crown.
 I shall grow old, but never lose life's zest,
 Because the road's last turn will be the best.

Selected.

—Henry Van Dyke, D. D.

THRU THE YEAR WITH TREES.*

• ELISE MORRIS UNDERHILL.

Someone once said, "I shall never be happy until I own a tree," and while there is perhaps nothing remarkable in these words, yet the spirit that inspired them is one that, more than any other, needs fostering and cultivation among the children of the modern city. With shame be it said that thousands are growing up around us today to whom "subway" is a term of more intimate meaning than "tree."

New York is said to be the most treeless city in the world, and if this is so, then surely our part lies in the endeavor to offset as far as possible these civic disadvantages, and if we cannot bring back to our streets their days of shade peacefulness, we can at least try to bring the children's minds to an echo of that standard of happiness we have quoted, an echo that may find permanent place in their consciousness.

Perhaps it is in the kindergarten that the most important steps are taken to coördinate nature and human nature; certainly that is where the foundations are often laid, for, alas, too many homes forget to "ope the sky's wide blue" to the eager child eyes, that long to see all things.

Here, then, is one mission of the kindergarten. The wise teacher feels herself standing each year in the midst of a charmed circle. Month follows month, season succeeds season, and lays its bounty at her feet, from which she may choose what to offer her children. If she is filled with the spirit of out-of-doors, her program should read as a breath of the season which gives it form and life. "The world is so full of a number of things," sings the poet, then manifestly we must open the children's eyes, that seeing, they may be "as happy as kings."

In looking, therefore, thru the program of the year, it is refreshing to find how we are really surrounded by trees, and tho sometimes they form only a background for the dominant thought, they are still there, a quiet, persistent presence, and a connection which brings a sense of unity in the diversity of many widely separated subjects. A brief outline will serve to show how really and naturally the tree idea may grow into a child's mind, and make its own welcome assured.

*This article appeared in part in a local New York paper, *School Work*. It is here published in full, as desired by those interested in bringing the suggestion before the public.

In September, country experiences are still fresh, or for the less fortunate, trips to the Park during the hot days have left memories of greenness and shade, not only for tired children, but for beast and bird as well. A branch holding a "wee, wee nest" is within the attainment of everyone, and how great the children's delight in such an addition to their kindergarten! How many eager birds there are, what sturdy trees the games reveal, keeping place "with each firm root," while the wind tosses the branches, or rocks the birds to sleep! If there is no Park near by to refresh remembrance what wonderful and artistic forests we may draw from memory! Do children ever tire of making trees? I think not. Once they have mastered the intricacies of the tall trunk and spreading branches, representing them on paper or blackboard is a daily delight.

During October and November, fruits and nuts come to kindergarten, and the squirrel, who lives in his "hollow tree," while thru the use of the sand-tray, and in the games, an "orchard" becomes much more than a mere word, and unconsciously the child's sense of dependence on these gifts of Nature is deepened. His sense of beauty grows with the change of color wrought on the leaves by "Jack Frost," as in the Park or in the school he sees them, "yellow and black and pale, and hectic red," while in these changes, from green to gold, and finally to brown bareness, the trees are an epitome of the autumnal season.

Thanksgiving and the visit to the farm, take us in imagination to the country, where trees are the essentials of the scene as it were, and tho their presence may be silent, they are there as a background, a necessity, a true reality.

But the day of days in the sylvan year of the kindergarten is the one which brings the Christmas tree. If practicable, and where can it not be made so, this holiday guest should arrive several days before the one on which the "Party" is to take place, so that the children may simply revel in it as a gift from the white hillsides, and drink in its fresh, living pine fragrance, so foreign a delight to many of our city babies.

The arrival in kindergarten of a tree of their *very own* (and what a tremendous fact *that* is) seems to revivify all the other impressions and interests that have been gathering around the various tree subjects during the autumn. Birds reappear from the warm country whither they had flown, and of course must have homes to live in. Our treasured nests are brought out of the cabinet, and if a box of excelsior is provided, what joy for each child to make a nest, and hide it away in the friendly branches of the Christmas tree.

Then Christmas—and for a day the tree changes its robe like a fairy godmother, but only to doff the finery at last, and to wait in its evergreen dress for whatever the New Year may bring to it.

Nowadays, when so much is being done with these “after Christmas” trees, it is unnecessary to give more than a hint at the numberless ways in which they may be used. Each individual kindergartner will, of course, exercise her own ingenuity and will find that as the years go on, the shadow of the tree will lengthen across it, and by its presence suggest its own usefulness. What a sense of reality grows up in the five-year-old wood-cutter or carpenter of the kindergarten, when he can actually chop down his own tree, saw off the branches, cut them into legs for table or chair, plane them if need be, or hammer them together himself,—when he can build his stove of blocks, and gather wood from his tree for the imaginary fire. I fancy that the poor tots of the tenements who are daily sent into the streets on this errand, will find their task less prosaic after they have levied on their Christmas guest for its contribution to their make-believe fires. If they want to take the branches home, so much the better, and on patriotic days a fine show may be made, by each child tying a flag to a long pine handle, while the trunk is an ideal and permanent flagpole. By and by, when the branches have all disappeared, having played their part in the sand for maple groves or forest, the trunk will still remain,—we shall need it later on.

Early Spring finds us again looking to the woods,—this time for twigs, whose baby leaf-buds, hardly visible, will “grow and grow and grow and grow” and uncurl their pale, pretty selves, before the children’s wondering eyes, while even earlier, the pussy willows have waked from their winter nap and come up to town, perhaps they are even sending little white roots down into their glass jar home, and the alder curls are shaking yellow dust on wrinkled up, laughing faces.

There is nothing, however, like the joy of a walk to a nearby Park, one of those early blossoming days. All about, life is so busy, birds hurrying here and there, getting new nests in order, a little breeze waving the horse-chestnut blooms, the tiny young grasses shooting up everywhere, and each twig, above us and around, on tree and bush, fairly bursting with its feathery green life. What joy for a child who has learned to *see* these things! Then come the blossom days, of fragrant pink and white splendor, and in May-time we find why we kept our tree-trunk, when it appears gaily decked with streamer, as the central figure of the May-party. So at the last as at the first, this sylvan spirit of the kindergarten is surrounded by dancing, happy children.

It really seems, in looking over the year’s work, as tho the trees had clasped hands and enclosed us in a magic circle, as if the dryads had tried to prove their friendship for and kinship to us human children.

Sometime ago, I read a stanza which seemed to express better than anything else the awakening power that we are trying to put into the nature work of the kindergarten. It reads as follows:

"Whose to dull and narrow lives,
Doth ope the sky's wide blue,
The gold of sunset, rose of dawn,
The diamond gleam of dew.
Vast space on space of free, fresh air,
Green hilltops—outlook new,
And forest paths but seldom trod—
Whoso doth this, doth work with God.

Is it not worth while to try?

COUNTRY SOUNDS HEARD BY SHARP EARS.

BERTHA JOHNSTON.

(With apologies to Miss Poulsson.)

A boy and girl were lying
Upon a sloping hill,
While many sounds came floating
Across the air so still.

They heard a rooster crowing,
In farmyard far beyond;
And then the frogs a-croaking,
Within a neighboring pond.

They heard the brook a-gurgling,
And then among the trees
They heard a gentle murmur,
The cool September breeze.

They heard a distant barking,
Some songbirds twittering sweet;
They heard a gay child laughing,
And then the sound of feet,

For now a horse came trotting;
Then came some rumbling wheels;
They heard a farmer mowing;
The church bells' solemn peals.

They heard the cow-bells tinkle,
And then in tones of joy,
Their father's voice was saying:
"Why, here's my girl and boy!"

LITTLE LADY DISCONTENT.

SOPHIE PRICE.

Her real name was Princess Mary Louise Holbein Victoria and something more, but her father, the king, called her Little Lady Discontent and nothing else.

Princess Mary Louise lived in a beautiful castle such as we read about in fairy tales. It had great rambling chambers, shining marble steps and, on the green velvety lawn where she played, pretty fountains tumbled and sang. Then, beside the graceful deer and the funny tame coyotes, she was given toys from many countries to amuse her. But, will you believe, with all these fine things, Mary Louise never smiled or seemed happy. It made her parents and relatives very sad indeed.

"Perhaps," said the queen to the king one day, "our little daughter is lonely. I verily believe that if we send for some of our merry nieces and nephews from the court across the sea, Lady Discontent will change her name to 'Light Heart' in the twinkling of an eye. She needs companionship."

"Do you think so?" asked the king. "I thought that occupation, not amusement, was the fairy to win the smiles. But, very well, we will try your plan, dear queen."

In the course of time the cousins came. They were three merry little girls with long yellow curls. They wore pink and blue frocks each day, but when, once in their play, they tried to teach Mary Louise the pretty useful things their governess at home had taught them to make, that little princess gazed severely at them and never again would she join them.

One day the king came out upon the lawn and, observing how his little girl still sat apart, he went up to her, pinching her cheek affectionately.

"Come, Lady Discontent, pick up your bonnet and father will take you to the forest on Blackbird."

Blackbird was the king's great hunting horse, so Mary Louise slowly arose at the name, took her father's hand and walked with him down the path. A big horse was standing already saddled at the royal stables. A man with a brown suit with gold buttons opened the iron door at the rear of the castle grounds and, before long, Mary Louise found herself on the saddle in front of her father out upon the great high road. To hear the clippety-clap of that fine big horse's hoofs each time they struck the rocky road or the merry chuckle of the stream which followed them all the way would have made an

ordinary child laugh and be glad. But the little princess still gazed soberly before her.

"This is a fine morning," said the king. "I never saw the creek so full before in spring-time. And so many bright-colored birds! They must be a very contented folk."

"Why should they not be?" answered Mary Louise enviously. "They never even have to carry a trunk though they travel many miles to the south land and then back again each year."

When they reached a cool, grassy plot on the border of the stream the king jumped from the saddle, lifting Mary Louise down at the same time.

"This is a fine spot to rest in," he said. He scooped some water from the spring in his hunting cup and gave it to her; also, some pretty wild cowslips that grew by the bank.

"And now, come, little daughter," he said, drawing her to him. "Father has been waiting a long time to hear from your own lips the reason for your discontent."

"Well," replied Mary Louise promptly, "it is because I find no fun in being a princess."

"No fun being a princess," echoed the king. "Why, every little girl in the kingdom wishes she were you, my dear. I see the children every day out on the green, playing that one is the little princess. And, whenever a child quarrels, it is because she cannot play Mary Louise for that day."

"But they play that way because they fancy princesses have nothing in the world to do, papa king. Yes, I own it would be lots of fun if I could go on playing and never have to think of work. But, a month ago, mother said that kings see to the affairs of state and queens teach their countrywomen by example; and that princesses were expected to be useful, too."

"And my little daughter doesn't wish to help in the world just a little? Can it be possible, Mary Louise, that at ten years you have not experienced the joy of loving service?"

Mary Louise pouted.

"I don't like to be lectured to, papa," she said. "Princesses shouldn't have to work. Long ago they had only to put on wishing caps or get a wand from a fairy who lived in a big rose and everything they wished was granted. That must have been a good deal more fun."

A thought suddenly came to the king.

"Hold!" he said, drawing a queer little package from his pocket. "In our day, I can give you no wishing cap, but, upon my word, here in my pocket is a magic glass. How fortunate that I brought it with me!"

The little princess' eyes opened wide with pleasure.

"And what can I see thru it?" she asked.

"Fairies, work-a-day fairies," answered the king quietly.

Mary Louise could scarcely contain herself for the surprise and pleasure of it. Here these many months had she been pouting and sulking because of the hard world where even pleasure had to be paid for by labor of some kind. And here her own truthful father was telling her that there were really fairies!

"Dearie me!" she exclaimed, not knowing well what to say.

The king smiled.

"Yes, we do live in an age of fairies and, what is more, your royal papa has King Solomon's gift. He can translate for you the language of birds and insects and bees."

"And the fairies really live in the roses?"

"Well, some of them," nodded the king wisely. "But those are a simple little folk. I've met much cleverer ones."

"But why do they talk to you, a grown man, and never to me, a little princess?" asked Mary Louise jealously.

"Humph!" answered her father, with a shrug. "That's another question. You've never asked them, little daughter. They don't come without an invitation and you don't even know the password."

"But how do I know their rules, papa king? Give me the word quickly. I'll ask them right away."

"I can tell you," said the king slowly, "but it would not help you to merely know. When we want the fairies to come we *act* their word—we don't say it. Then the fairies know we want them. But everybody isn't willing to do that, it seems. Their word is—**WORK!**"

The little princess recoiled a little and was silent.

"Now this, Lady D.," resumed the king, taking up the magnifying glass and placing it over a small ant hill, "is to reveal some of the tiniest of my fairies to you; but, coming to think of it, I cannot be so sure that you can see them even with this glass if you don't act their word. They might put on their mantles of invisibility before an unbeliever."

Mary Louise gazed long and steadily thru the glass.

"You are right, papa," she said at last, the tears beginning to come. "I see no fairies—only a nestful of ugly ants. Are you teasing me?"

"Indeed not, my child. But, you see, it is just as I said, you don't believe in the password, so you see only ugliness. Let me tell you what it reveals to me."

"First of all, I can see hundreds of tiny black and brown and red creatures. They are not pretty, these ant fairies, but how clever and happy they are in their work. Some I see helping to carry the heavy crumb burdens of their friends. But this Queen Mab here interests me unusually. She keeps order among her subjects; she lays the eggs and directs the work. When she goes out, therefore,

she has a royal body-guard. Her food is brought to her and she is shown the greatest respect."

"I must say, papa," said Mary Louise, peering with some interest over his shoulder, "that I cannot yet see the queen. Perhaps it is that I cannot get myself to pronounce the horrid word."

"Ho, ho! what have we here?" interrupted the king, directing his glass upon another neighboring colony of ants. "Upon my word, here is a fine new castle being erected. And another queen is directing it. 'Sir Masons,' I hear her calling, 'mix this sticky clay and bits of wood and grass into a good solid mortar. Plaster it to these blades of grass and when the sun has dried them, build your arching roofs across. Then place more columns above and more arches. There must be many halls and many rooms in my mansion.'"

"You mean to say," said the little princess, in surprise, "that those tiny creatures do all that? Is that the way an ant hill is built?"

"Precisely, Lady D."

"I didn't know all those things about ants," she said slowly.

A great cool oak, with twisted branches, stood a little way from the stream and the green bank where the king and his little daughter were seated. He pointed to a hollow on the tree trunk from which a swarm of wild bees were emerging, and said with a smile: "There you may see some more of my fairy friends."

By this time Mary Louise had almost forgotten that she expected the glass to reveal the old-fashioned story-book fairies, so interested had she become in her father's way of presenting the tiny folk of the wood.

"In that tree trunk is a fairy city," the king resumed. "As nearly as I can judge, it numbers fifty thousand souls over whom another queen holds sovereign sway. But have a care, Mary Louise. Go not too near, for they will not disdain to make war upon all foolish mortals who trespass upon their domains.

"Don't be afraid, papa," laughed Mary Louise, who was now in a very good humor indeed. "Tell me more about the bee queen."

"Poor royal little lady," exclaimed the king. "She cannot even feed herself and she would starve to death with bee bread and honey close beside her if there were no lords and ladies-in-waiting—no workers to wait upon and feed her."

"Is that all they do, papa?" asked Mary Louise. "They do not seem to be as intelligent as the ant fairies."

"O, if anything, they are wiser. They make thousands of wax cells—bee cupboards, you know—to store their honey for the winter; make bread to feed their thousand babies; keep their hive city clean, and if it gets too warm inside, some of them fan fresh air into the city with their wings. They drive away strange bees or snails or wasps. All this and a great deal more."

The king and his little daughter spent many hours that afternoon in the forest and Mary Louise learned a wonderful number of things about the tiny inhabitants of the wood that she had never known before. There were the prudent squirrel fairies, more nimble of foot than the swiftest mortal, who gathered the nuts in the summer and fall so that when Giant Frost came to invade their territory they could laugh at him from behind their fortresses. There were the bird fairies whom Mary Louise had envied because they had no trunks to pack; but, dearie me, even they had nests to make and families to feed and teach to fly. There were the butterflies—most beautiful of all—who called on the roses and sipped the honey for sociability, but that pleasure came only after they had broken from a house of their own spinning.

It must have been sunset when the king lifted Mary Louise once again upon his great hunting horse. And a very pleasant trip they had returning. This time the pleasant clippety-clap of the big horse's hoofs found an echoing delight in Mary Louise's heart and, when at length they reached the castle grounds, she jumped from Blackbird with a happy laugh—the first her father had heard her utter in many months.

The queen came out to meet them.

"Can this be Lady Discontent?" she asked, stooping to kiss the happy, upturned face of her little daughter. "Surely, I must be mistaken."

"You are, you are, dear motherkin," answered Mary Louise, with another laugh. "For that is no longer my name. I learned the world's password out in the woods today. It seems nobody can exist or get on without believing in and acting it. And I have thought it out that a little princess who receives so much can least afford to do without it. So please call me henceforth Princess Loving Service."

"'Tis a long, long road to the sun—

Millions of miles!" they said,

Yet when the day was done

And the heart of the west glowed red,

There were only the pasture bars,

And a glimmer of shore and sea,

And the first of the friendly stars,

Betwixt the sun and me.

—*Youth's Companion.*

EDITORIAL JOTTINGS.

To be President of the United States a man must be at least 35 years old. A cardinal has not acquired experience and insight and wisdom enough to become Pope until he is of a ripe age, but a woman may not apply for a kindergarten license in New York City after she has attained the great weight of 35 years. And yet the profession of the kindergartner is one that more than all others tends to keep its members young in heart and mind and body. We can perceive the desirability of an age limit at one end of the line. Is it necessary at the other, which is in fact the middle term of a life of usefulness? If the object is to prevent overcrowding in the ranks why not adopt the plan followed by the Young Potomac Club as described by Miss Buck in her recent book on Self-Governing Clubs. One section of its constitution provides that the applicant must not be "shorter than the piano in room 2," later changed to "if not shorter than four and a half feet." This would certainly do away with any possible temptation for the kindergartner to assume a youth no longer hers, tho it might encourage the use of high-heeled shoes. Such a proviso as that of the New York board may be important in confining its force of new-fledged kindergartners to such as are youthful enough to be flexible and spontaneous, but we hope the day may come when one city will find it advisable to exchange with others those teachers of whatever age who are specially skilled in their profession. Each city should have such a small reserve exchange force. Systems, even the best made, tend to grow mechanical. As we ponder this age limitation we recall many of the most valuable and expert kindergartners, some now training teachers, some queens in their own homes, and we can not but think that any Board of Education makes a mistake when it excludes upon an age basis alone the spontaneous, gifted, well-trained women whose years will never tell adversely (except upon a school register), because they have drunk of the fountain of eternal youth. Possibly the board is short of training teachers and takes this method of forcing prospective kindergartners of advanced years into training work.

We sometimes have expressed the wish that some of the kindergarten teachers who have since become training teachers would occasionally go back to practice work for the inspiration of the novices. How often have we heard it said, "Oh, you should have seen Mrs. ——— with her large group of children. It was the most beautiful and helpful experience in the world." But, alas, Mrs. ——— has fallen to the estate of a training teacher, tho we will do her the justice to say that in the long vacation she does come in sympathetic touch with flesh and blood children.

Apropos of a foregoing suggestion we quote the following paragraph:

Miss Edge thinks there should be more reciprocity between England and America, especially in the matter of education. Each country, she believes, has much to learn from the other. Because of this she believes that an international summer school should be established. She believes the idea practicable; that with donations from such men as Carnegie, Rockefeller and Ogden the financial side of the undertaking might easily be settled and that American ability in organization would do the rest. Such a school might be held one year in England and one year in America, and entire ship lines and railroads might be controlled so as to place the rates within the average teacher's means.

Miss Edge is an Englishwoman, from Bombay, who has been attending the Summer School of the South at Knoxville. She is a graduate with honors from Cambridge, England, and holds a scholarship in Columbia University, besides having visited and studied in twenty-five other great American institutes of learning. In India, with its 300,000,000 inhabitants, she has supervision of four government grant schools and has seen school life in many phases. A suggestion like the above, coming from an educational cosmopolitan such as this experienced woman is surely worth some attention.

Twenty-five thousand teachers were expected to attend the big Boston convention. Thirty-five thousand registered, making this the greatest in point of numbers of any previous meeting. It seems to have been generally conceded that it was in all respects the most successful. Despite the large number of unexpected the hospitable city took admirable care of her numerous guests. A faint idea of the infinity in numbers will be obtained by a study of the picture seen upon another page, thro the courtesy of the *Congregation-*

alist and Christian World for July 18. This same paper contains a very delightful pen picture of the great gathering, to which it devotes three pages.

We understand that it was warm in Boston in July. Probably the sun of Boston skies was dazzling as well as warm, and colored glasses were necessary. At any rate we have been curious to know what was the color of those worn by our E. C. of the *School Bulletin*. They seem to have limited his vision in some degree. His general description of the great educational gathering is vivid and picturesque, but the reader and teacher who depends upon this account for his idea of the splendid convention of dignified, able and enthusiastic teachers, will bear away with him but a sorry picture. Fat women, quick tempered women, stupid and inconsiderate women seem to have passed across his vision to the obstruction of all that was gracious, dignified or worthy of the great cause represented by the teaching profession. Let us hope that at the next convention the veteran of educational editors, who has been at the head of his paper four years longer than the late Pope reigned, will focus his camera upon some of the men and women who represent the large as well as the small side of human nature. We see what we look for. Wit is often serviceable in eradicating faults, but flippancy is quite another thing.

The *School Bulletin* is nevertheless an indispensable journal to the teachers of New York state. It keeps its readers thoroly informed upon all that concerns public education in the state. Especially are all changes in school law and administration closely noted and commented upon by a vigorous pen. It has columns devoted to local items from all the different counties, besides incisive editorials and practical suggestions. A unique and interesting feature is the calendar issued monthly as a loose sheet, containing medallion portraits and brief biographical sketches of the noted educators whose birthdays fall in the current month. For instance, men as far apart in time as Julius Caesar and Dr. Harper, besides several others, celebrate in July.

The Summer School of the South has closed a wonderfully successful course of six weeks at Knoxville, Tenn. One hundred and fifty courses were offered by the sixty-five teachers to the 2,000 and more students that attended. Practice schools, presided over by

experts, gave object lessons not to be forgotten, and various exhibits brought the latest educational books and appliances to the notice of visitors from all sections of the South. Among these was a model school library containing one thousand of the best books for children, suggestive to parents as well as teachers. Miss Finie Murfree Burton of Louisville and Mrs. Robert D. Allen of the same city, were in charge of the kindergarten work. Miss Geraldine O'Grady and Miss Mari Ruef Hofer, both of the Teachers' College, N. Y., were instructors also. The local press gave many columns daily to reports of the sessions and thoughtful and appreciative editorials. The perplexities that confront us as a nation are many, but we can not grow pessimistic in the face of such earnest efforts for self-development by the conservors of the nation's richest assets, as are shown by the many summer schools and educational meetings held all over the country. The vital principles nobly enunciated by the students of the summer school will be found upon another page.

Three thousand kindergartners made a goodly proportion of the 36,000 teachers marshaled at the Hub. In most cases we are heartily in favor of the joint meetings of the I. K. U. with the kindergarten department of the N. E. A., but perhaps it is just as well that the two bodies met at different times and places this year. Boston was somewhat crowded as it was.

No less notable than the large total attendance was the advance membership of 6,883, secured by the Boston Local Committee from that city and surrounding territory, and the total enrollment of 7,406 from the state of Massachusetts.

Of the 1,013 new active members enrolled nearly one-half are from the states of Massachusetts and New York. This places New York at the head of the list of active members, with Illinois second, and Massachusetts third.

The new president of the N. E. A. is John W. Cook, principal of the State Normal School at Normal, Ill. The place of meeting is still unsettled.

Quality and quantity are not always companions. They wedded in Boston this year. May they always attend the U. E. A. conventions.

NATIONAL EDUCATIONAL ASSOCIATION, BOSTON,
MASS., JULY 10, 1903.

DECLARATION OF THE MEMBERS OF THE NATIONAL EDUCATIONAL
ASSOCIATION, ASSEMBLED IN THEIR FORTY-SECOND
ANNUAL CONVENTION.

1. *The United States Bureau of Education has amply proved its usefulness to the nation. Its publications are standard works of reference for school officers and teachers everywhere. The Bureau of Education should be made an independent administrative department, such as were the Departments of Agriculture and of Labor before their elevation to Cabinet rank. Sufficient appropriations should be made by the Congress to enable the Commissioner of Education to extend the scope and add to the usefulness of his work.*

2. *The condition of affairs in the Indian Territory, where fully three-quarters of the population are reported as being without schools for their children, demands the immediate attention of the Congress. Provision should be speedily made by which the people of the Indian Territory will have power to establish and carry on a system of public schools so that all classes of citizens in the Indian Territory may have the educational opportunities which are enjoyed by their fellow-citizens in other parts of the country.*

3. *Teaching in the public schools will not be a suitably attractive and permanent career, nor will it command as much of the ability of the country as it should, until the teachers are properly compensated and are assured of an undisturbed tenure during efficiency and good behavior. A large part of the teacher's reward must always be the pleasure in the character and quality of the work done; but the money compensation of the teacher should be sufficient to maintain an appropriate standard of living. Legislative measures to give support to these principles deserve the approval of the press and the people.*

4. *The true source of the strength of any system of public education lies in the regard of the people whom it immediately serves, and in their willingness to make sacrifices for it. For this reason a large share of the cost of maintaining public schools should be borne by a local tax levied by the county or by the town in which the schools are. State aid is to be regarded as supplementary to, and not as a substitute for, local taxation for school purposes. In many parts of the United States a large increase in the amount of the local tax now voted for school purposes, or the levying of such a tax where none now exists, is a pressing need if there are to be better schools and better teachers.*

5. *The highest ethical standards of conduct and of speech should be insisted upon among teachers. It is not becoming that commer-*

cialism or self-seeking should shape their actions, or that intemperance should mark their utterances. A code of professional conduct clearly understood and rigorously enforced by public opinion is being slowly developed, and will, doubtless, one day control all teachers worthy of the name.

6. It is important that school buildings and school grounds should be planned and decorated so as to serve as effective agencies for educating not only the children but the people as a whole in matters of taste. The school is becoming more and more a community center, and its larger opportunities impose new obligations. School buildings should be attractive as well as healthful, and the adjoining grounds should be laid out and planned with appropriateness and beauty.

7. Disregard for law and for its established modes of procedure is as serious a danger as can menace a democracy. The restraint of passion by respect for law is a distinguishing mark of civilized beings. To throw off that restraint, whether by appeals to brutal instincts or by specious pleas for a law of nature which is superior to the laws of man, is to revert to barbarism. It is the duty of the schools so to lay the foundations of character in the young that they will grow up with a reverence for the majesty of the law. Any system of school discipline which disregards this obligation is harmful to the child and dangerous to the state. A democracy which would endure must be as law-abiding as it is liberty-loving.

Nicholas Murray Butler, of New York, Chairman.

Andrew S. Draper, of Illinois.

James M. Green, of New Jersey.

Bettie A. Dutton, of Ohio.

H. B. Frissell, of Virginia.

Committee on Resolutions.

PROGRAM OF THE KINDERGARTEN TRAINING DEPARTMENT
OF THE MILWAUKEE STATE NORMAL SCHOOL
FOR THE YEAR 1902-1903.

EXPLANATORY STATEMENT.

To facilitate the work of the Kindergarten Training Department of the Milwaukee State Normal School it has become customary to print the programs used in the Normal School kindergarten for the use of the students. At the request of Supt. Siefert they are furnished to the kindergartens of the city schools also. In view of that fact the following explanations are made:

No attempt has been made to divert the programs from their original use, or to adapt them to the conditions of the city kindergartens. They aid the practice teachers in illustrating the unity that should pervade the work; in giving a general view of the whole, of which the different teachers' work is a part; and in giving the opportunity to make definite preparation. They are suggestive only, being changed as circumstances require, and allow ample freedom to teachers and children.

The subject matter is selected on the basis of the children's fundamental interests and activities during the successive seasons. Considerable emphasis is placed upon the observance of the different holidays, since each one forms a center about which a series of ideas may be grouped. This is particularly true of Christmas, the most characteristic children's holiday. Christmas forms a conspicuous part of the children's life and environment, and the season is observed in some degree by all, regardless of their religious views. Pains are taken to avoid the purely religious aspect of the Christmas story. The origin of Christmas is given as would be the origin of Thanksgiving or any other holiday.

The games, gifts, and occupations of the kindergarten are used as means of expressing the thought of the topic under consideration, but the idea of progression in insight and power of co-operation is likewise emphasized. This idea is especially applicable to the games, each form of movement common to children—walking, running, jumping, skipping, etc.—being capable of development into more complex forms. While the simplest forms of each may be called for by the work of the first week, exercises calling for an increasing degree of co-ordination should be given as the work progresses. A set time in the day may be devoted to this, as in the case of rhythm work, or it may be made a part of the regular game period, the different movements being especially emphasized as appropriate topics in the program give opportunity for their use.

It is supposed to be the purpose of the kindergarten gifts to give children certain ideas, as of color, form, number, etc., which are to be expressed by means of the occupations in forms of creative activity. In many kindergartens the first table period is therefore devoted to gift work and the second to occupation work. But children need a stock of mental images for creative expression besides those gained from the conventional kindergarten material, and their expression should not always be confined to the forms the kindergarten instrumentalities provide; it is therefore the purpose of many exercises in these programs to give the children correct

mental images of essential things or to test and apply the images they already have. Hence the emphasis placed upon the use of materials that afford freedom in the expression of such images as clay, sand, paints, crayons, etc. In all this, as well as in the games, progress in power of conception and execution should be aimed at. In many instances no suggestions are made for the table work that ample opportunity may be allowed for conservative work in any line that the judgment of the individual kindergartner may dictate. Because of these views, the first table exercise in the day's program is not always or necessarily a gift exercise, neither is the second necessarily one with the conventional occupations. Since the children are divided into small groups, it is possible to adapt the work constantly to their needs. That these needs may be kept uppermost in the kindergartner's mind, a progress book is kept in which the advancement of each child is recorded at suitable intervals.

NINA C. VANDEWALKER,

Director of Kindergarten Training Department.

PROGRAM FOR SEPTEMBER.

FIRST WEEK

The Children's Summer Experiences.

TUESDAY. CIRCLE TALK. Greeting to the children. Their summer experiences related.

TABLE PERIODS. Free play with sticks, representing the things seen during the summer, or first gift play. Representation of things seen, with third gift of large blocks, or stringing beads.

WEDNESDAY. CIRCLE TALK. The parks that every one visited during the summer. The ride on the street car. The picnic dinner. What the children played. What they saw.

TABLE PERIODS. Making park in sand table. Painting flowers, or first gift exercise.

THURSDAY. CIRCLE TALK. Things seen in the park; the roads and bridges; the ponds and streams. Pictures shown.

TABLE PERIODS. Making ponds in sand table. Drawing trees, or making parquetry pictures of children's balls.

FRIDAY. CIRCLE TALK. The ride home from the park. The car and the conductor. The motorman.

TABLE PERIODS. Making a street car with third gift parquetry. Free representation.

SONGS AND GAMES FOR THE WEEK. Games and songs the children know recalled. Ball games. Marching, running, etc., following a leader. "Morning Greeting," (Hill, p. 4). "Good-bye Song," (Gaynor, p. 110). "The Froggies' Swimming School," (Gaynor, p. 104). "The Street Car," (Smith, II, p. 85). Finger rhyme, "A Little Boy's Walk," (Poulson, p. 21).

SECOND WEEK.

Summer Experiences in the Country.

MONDAY. CIRCLE TALK. The experiences of the children who went to the country. The steam cars contrasted with the street cars. Picture shown.

TABLE PERIODS. Making train with third gift of large block. Cutting birds, or making them from sticks.

TUESDAY. CIRCLE TALK. The engine that draws the steam cars. The engineer and his work. The conductor.

TABLE PERIODS. Making an engine from second gift or large blocks. Modeling balls.

WEDNESDAY. CIRCLE TALK. The station at which the train stopped. How the children reached the place to which they were going. The carriages contrasted with the street and steam cars. Pictures shown.

TABLE PERIODS. Building the station with gifts or large blocks. Making wheels from circular folding paper.

THURSDAY. CIRCLE TALK. The country and how it looks compared with the parks. Pictures shown.

TABLE PERIODS. Painting landscapes or trees. First gift exercise or stringing of beads.

FRIDAY. CIRCLE TALK. Things seen in the country—birds, butterflies, frogs, fishes, etc.

TABLE PERIODS. Seeing picture of an apple, free representation.

SONGS AND GAMES FOR THE WEEK. Songs and games already learned progressively continued. Dramatization of experiences related. "Songs of the Trees," (Holiday Songs, p. 38). "The Orchard," (Holiday Songs, p. 41). "Mr. Frog," (Neidlinger, p. 28). "Little Travelers," (Holiday Songs, p. 108).

THIRD WEEK.

What People Do in the Country.

MONDAY. CIRCLE TALK. Some people go to the country to visit during the summer. They swing in hammocks, take boat rides, go in bathing, play in the sand, etc. Pictures shown.

TABLE PERIODS. Cutting pictures of boats or first gift exercise. Sand table play.

TUESDAY. CIRCLE TALK. The boats and bath houses seen near lakes. Pictures shown. "At the Seashore," (Child Garden, Vol. 5, p. 279).

TABLE PERIODS. Making boat and bath houses with third gift or large blocks. Cutting picture of bathing suit.

WEDNESDAY. CIRCLE TALK. Some people live in the country all the time. The farmer's house. His large barns. What farmers do compared with what city people do.

TABLE PERIODS. Making farm buildings with third gift or large blocks. Folding a house.

THURSDAY. CIRCLE TALK. The hay the farmers make in summer time. The large fields of grass—how cut and dried. Pictures shown.

TABLE PERIODS. Laying out the farmer's fields in the sand table. Making fences with peg boards.

FRIDAY. CIRCLE TALK. Hay making continued. The hay cocks. Drawing the hay into the barn. The "straw rides" people sometimes take on the loads.

TABLE PERIODS. Painting grass over clover. Free representation.

SONGS AND GAMES FOR THE WEEK. "The Farmer," "The Haymaker," (Kg. Rev., Vol. XII, p. 28). "Rowing," (Kg. Rev., Vol. XII, p. 610). Dramatization of rowing, wading, boating, cutting grass, etc. "Fishers at Play," (Holiday Songs, p. 17).

FOURTH WEEK.

What People Do in the Country.

MONDAY. CIRCLE TALK. The wheat, oats and corn that grow in the farmer's fields. Specimens examined. How they are cut. Pictures shown.

TABLE PERIODS. Painting heads of wheat. Stringing straws and parquetry.

TUESDAY. CIRCLE TALK. How the wheat is gathered and put into the barns. The threshing. Pictures shown.

TABLE PERIODS. Making the farmer's wagon from spool boxes and butter molds. Second gift exercise.

WEDNESDAY. CIRCLE TALK. Other things the farmer raises. Corn, potatoes, fruits, vegetables. Specimens examined. Pictures shown.

TABLE PERIODS. Modeling potatoes or vegetables. Cutting pictures of vegetables.

THURSDAY. CIRCLE TALK. Examination and discussion of vegetables continued.

TABLE PERIODS. First gift exercise, balls compared to vegetables or fruits. Painting vegetables.

FRIDAY. CIRCLE TALK. The farmer's products and what he does with them.

TABLE PERIODS. Making objects from cornstalk pith. "Cornstalk Farms," (Child Garden, Vol. V, p. 530). Free representation.

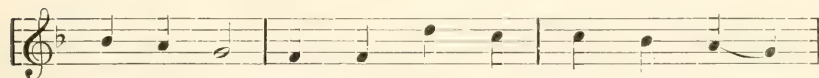
SONGS AND GAMES FOR THE WEEK. Farmer songs and games continued. Dramatization. "Popcorn Song," "Popping Song," (Child Garden, Vol. VIII, p. ?). "Garden Game," (Child Garden, Vol. X, p. 186).

PRAYER.

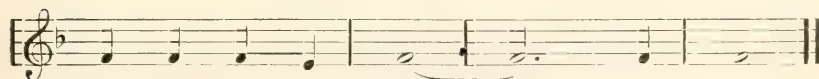
W. H. NEIDLINGER.



Fa - ther, as we kneel to pray, Help us truth - ful.



ly to say: "Make us in our hearts to - day....



Like Thy Ho - ly Child..... A - men."

We print the above beautiful and child-like prayer with the generous permission of the Gertrude House, Chicago, who sometimes sing it as their grace at table and to whom it was presented by the composer, W. H. Neidlinger, well beloved of the kindergarten children.

NOTES FROM THE FIELD.

CIRCULAR LETTER SENT TO KINDERGARTNERS OF OHIO—WHICH WILL BE SUGGESTIVE TO THOSE OF OTHER STATES.

DEAR MISS.....

A desire upon the part of a number of Ohio Kindergartners to come more closely in touch with their co-workers through the State has been growing for some time.

The number of Kindergartners in the State, as everywhere, is increasing each year and the inspiration and help that might come to us all if we knew one another better and could meet occasionally for the interchange of ideas and experiences is incalculable.

That this feeling is shared by all and that any move to bring us into closer relationship and sympathy will be welcomed, we are assured. With this in mind, a meeting of the Ohio Kindergartners present at the International Kindergarten Union at Pittsburg was called that ways and means of establishing this union and fellowship might be discussed.

It was the common opinion at that time that a social meeting taking the form of a Play Festival would be as pleasant a means of bringing us all together as could be devised.

The Kindergarten Association of Cincinnati, thru its President, Miss Anna Laws, extended an invitation to us to be its guests the Friday and Saturday following Thanksgiving next, November 27 and 28, 1903.

A committee was appointed to arrange the program, which will be, we hope, one of interest to us all.

According to the present plan, Friday afternoon will be given up to a social meeting and plays, Friday evening to talks or a lecture, doubtless open to the public.

We hope the Kindergartners of the State will respond in such numbers that it may seem wise to at least begin to plan for a State Association that shall bind us in an organized form for mutual benefit. If so, a business meeting will be held Saturday morning.

We know, especially, if you are one isolated from the centers of work, that you have many times felt the need of the personal touch with your co-workers in the State. And remembering the principle of *Gliedganges*, that it is only as each and every one contributes her interest and enthusiasm that the larger whole is a success, we ask your personal co-operation in this plan.

Please plan now to be with us yourself and use your influence to bring with you as many as you can. If you know of any Kindergartner in the State who has not received one of these letters, the Committee will be grateful if you will send her name to its Chairman.

This will be followed by a formal invitation from the Cincinnati Association, to which we trust you will send an acceptance.

MINA B. COLBURN, Cincinnati.

ANNA H. LITTELL, Dayton.

ELIZABETH OSGOOD, Columbus.

MRS. A. H. ALFORD, Warren.

MABEL AMY MCKINNEY, Chairman, Cleveland.

EXAMINATION FOR KINDERGARTEN LICENSE, NEW YORK CITY.—A written examination of applicants for license as kindergarten teachers in the city of New York will be held by the Board of Examiners on Wednesday, October 7, and Thursday, October 8, 1903, beginning at 9 a. m., at the Hall of the Board of Education, Park avenue and Fifty-ninth street, Borough of Man-

hattan; and an oral examination for such license will be held at the call of the Board of Examiners.

Persons at least eighteen years of age and less than thirty-five, who are eligible in accordance with the following requirements, will be admitted to the examination.

To be eligible for license as Kindergarten teacher, the applicant must have one of the following qualifications:

(a) Graduation from a satisfactory high school or institution of equal or higher rank, or an equivalent academic training, or the passing of an academic examination; and the completion of a satisfactory course of professional training of at least two years, one of which has been devoted to the principles and practice of the kindergarten.

(b) Graduation from a satisfactory high school or institution of equal or higher rank, or an equivalent academic training, or the passing of an academic examination; and the completion of a satisfactory course of professional training of at least one year in the principles and practice of the kindergarten, followed by two years' successful experience in kindergarten teaching.

NOTE—Applicants about to complete courses of professional training, as required in sections (a) and (b) above, will be admitted to this examination.

All applicants must pass written and oral examinations embracing the following subjects:

(a) Theory and practice of kindergarten teaching; (b) free-hand drawing; (c) singing and piano playing; (d) physical exercises appropriate for the kindergarten.

NOTE—An academic examination will be given to candidates requiring it as indicated in sections (a) and (b) of the qualifications for eligibility above stated.

A certificate of physical fitness made after examination by *one of the physicians of the Board of Education* will be required in the case of each applicant. No person will be licensed who has not been vaccinated within eight years, unless the examining physician recommends otherwise.

The licenses issued under these regulations hold for the period of one year, and may be renewed for two successive years in case the work of the holder is satisfactory. At the close of the third year of continuous successful service the City Superintendent may make the license permanent.

WILLIAM H. MAXWELL, City Superintendent of Schools.

The examination of kindergartners at the Pestalozzi-Froebel Haus in Berlin occurred in March, and in connection with the same an exhibition of the children's work, open to the public. It was the first time that the children's work was exhibited in this manner and it was a pleasure to see the interest which was shown by all as soon as they had entered the big room and looked at some of the things made by tiny hands.

The finest sunshine and a temperature like that of summer favored the three days, March 23, 24 and 25, and hundreds of people came to see what they would never have believed a child could make if they had not seen it with their own eyes. We were not astonished to see mothers, grandmothers and aunts, but a number of visitors were from the other sex. Young and old men alike took the greatest interest in all the work, and children who came with their parents would have liked to play with the beautiful toys, but unfortunately "Please do not touch" was written on cardboards on the tables. But I do not wonder at any one who would have liked to play there, for it was as if Father Christmas had opened the door to toyland when all marched in.

There were beautiful houses, laundries, bakeries, coal places with trains made from cardboard and filled with real coals and an inspector with the most bewitching mustache. It was a real pleasure to see all, and all done by tiny mites aged 3-6 years. The houses were filled with crockery made from

clay and painted. A little washstand service which was white enameled and ornamented with flowers, would have been pretty enough to sell in any toy-shop.

On one table were shown the things made by older children who come in the afternoon only, the so-called "Hort" children. They had done some practical things like weaving, carpentering, etc. One dear little petticoat, made very likely by a big sister for a little one, was especially nice.

A fourth room held the work of the poor examination victims. They had done their work really beautifully and Father Froebel must have been pleased to look down on such an execution of his ideas.

All the rooms of the Pestalozzi-Froebel Haus were open on these three days and nearly every visitor visited them all. It was a pleasure for those who knew the work done there as well as for those who came there expecting something quite different or nothing at all.

Let us hope that this first show will not be the last one, but only the beginning of many more to follow, and we are sure that whoever has been to see one will try to see more and always go home satisfied and impressed with the idea of the great master who lived for the children and say to every one: "Come, let us live with our children." TANTE HEDE.

The commencement exercises of the Pestalozzi-Froebel Training School were held June 19 in the Auditorium at the Commons. The Auditorium room was attractively decorated in green and white. The daisies were daintily fastened to the wands carried by the junior girls gowned in white. Mrs. Hegner gave an interesting account of how the Pestalozzi-Froebel School started. It is the youngest training school in Chicago, being six years old. Miss Jane Addams gave a short address and congratulated the senior class. She remarked that it was always a privilege to speak to women who have taken the kindergarten training. Dr. Hegner congratulated the class and presented each senior with a diploma. The graduating class numbered six. Miss Mari Hofer sang three slumber songs and the Kindergarten children played their part. A band of about fifteen children gave two selections—one was composed of a number of instruments, the drums, tambourine, cymbals and triangle. Each child knew his part and kept perfect rhythm. The seniors and juniors charmingly danced a new Swedish dance. It was very attractive with its windings in and out and its intertwining.

Parents who desire that their children should be trained to habits of plain living and high thinking cannot do better than to send them to the Hillside Home School, Wisconsin. The principals and proprietors are Ellen and Jane Lloyd Jones, sisters of the Chicago prophet-priest, Jenkin Lloyd Jones, and like him devoted to high ideals of what constitutes truest and all-around culture. The school, modern in both equipment and in subjects taught and methods employed, being heartily endorsed by such folk as Col. Parker and Dr. Thomas and Jane Addams. There is a good library and parents are asked to allow their children to bring with them only such books as are of acknowledged literary merit, and to refrain from sending the children a daily paper of which the advertisements and sensational parts only are read. Spending money is to be deposited with the principals and is distributed at regular intervals, teachers and pupils keeping an exact account of money received, and parents are asked to suggest the sum their children may spend weekly on non-essentials such as fruit, confectionery and horse-hire. We state these particulars to indicate some of the practical ways in which children are trained to self-control. Opportunities are afforded to gain ease in conversation and speaking in public. The atmosphere is thoroughly homelike. The various industries connected with the home and farm make it possible for energetic boys and girls to help themselves thru the course. Tho there is a certain independence of conventionalities the school aims to realize "that culture which ripens into reverence, and that rationalism

which is earnest and helpful." The school is located on a farm in a beautiful valley. The buildings are beautiful and up-to-date in all particulars of lighting, heating and sanitation. Spring Green, the nearest railway station, is on the Prairie DuChien division of the Chicago, Milwaukee & St. Paul railroad, 218 miles from Chicago, 35 west of Madison. Affiliated with the Universities of Chicago and of Wisconsin. Pupils fitted for any college.

An attractive offer has been made to the public schools of Illinois through State Superintendent Bayliss of Springfield. The *Youth's Companion* has agreed to present to the 500 schools in the state of Illinois doing the best work in school improvement a set of six historical pictures. To the ten schools doing the best work of these 500 the *Youth's Companion* will present an American Flag, 9x15 feet in size. Superintendent Bayliss intends to push the idea quite energetically thruout the state.

A set of the pictures may be seen at the headquarters of the American League for Civic Improvement, 5711 Kimbark Avenue, and at their downtown office, 1303 Chamber of Commerce. Sets of attractively illustrated manuals on school beautifying and the planting of trees and shrubbery are being sent to the principals of all the Chicago and Cook County schools and to the three hundred clubs and public-spirited organizations. Teachers and officials may secure this literature upon application to the American League for Civic Improvement. This organization will further assist by stereopticon addresses before schools and clubs and in some of the churches.

The Woman's Auxiliary of the American Park and Outdoor Art Association has done efficient work in beautifying city school grounds. The Neighborhood Center Committee of the Chicago Woman's Clubs proposes an elaborate system of neighborhood social effort with the school as a center. The education department of the Chicago Woman's Club also proposes active participation in this campaign. Mrs. Hill recently conducted a discussion on civic work among children, and a committee from the Department will meet with a representative of the American League for Civic Improvement to outline plans of work.

The Chicago Free Kindergarten Association has a Primary Sunday School Teachers' Course, which includes the subjects of child-study, educational principles, children of the Bible, programs, religious training of children, materials, pedagogical principles applied to religious instruction, and methods in the kindergarten and elementary departments. In connection with this course are the several practice Sunday schools of the Hyde Park Baptist, of which Dr. Harper is Superintendent, St. Paul's Universalist and the Hyde Park Christian Churches, as well as others.

The first lesson in true education, according to Ruskin, is the abolition of all filth abolishable. "The poverty and dirt of the bairns in some parts of Edinburgh," according to a correspondent of *The Scotsman*, "are inconceivable to any one who has not seen them." Some of us have seen them, and, what is more, smelt them, and we know. The Edinburgh School Board is energetic and mightily expensive, but it appears from this as if it had not yet learned the first lesson of true education.—*Edinburgh Times*.

Thru the kindness of Miss Nora Archibald Smith we have received some clipping from Edinburgh papers telling of the novel way in which the people of that city celebrated the Coronation a year ago. Mrs. Elizabeth Christie, feeling keenly the dirt and degradation in which many of the bairns of her city had lived all their days, thought that rather than celebrate the great occasion by a free public dinner, a more sensible way would be to wash and clothe in new garments 1,000 of Edinburgh's needy children. To quote her own words: "My idea is that for once in its life every child should have the spark of self-respect fanned into flame. Take the case of a boy of ten or thereabouts, accustomed to being treated with contempt, to consider himself the scum of the street, and acquiescing in his own degradation; the

little chap has no self-respect. But was that child well, put him into decent clothes, turn him out a boy, not a ragmuffin, and who knows what results may not spring from the action. The seed of cleanliness, the seed of decency, and above all of self-respect, have been sown in him; henceforth it will be but an instinct with him to make the best of his poor opportunities, for he has an ideal."

These children, 300 in an afternoon, were washed in the public baths, their old, filthy clothing taken away and destroyed, and new clothing provided. This consisted of a complete suit of underclothing for the girls, with stockings, boots, skirt and tam o'shanter; while the boys received boots, stockings, shirts, knickers, Norfolk jackets and caps. To prevent the pawning of the clothing by the parents the different garments were marked and the pawnbrokers of the city engaged not to buy them. Forty to fifty women assisted in washing the children, whose ages ranged from five to thirteen. Buns and biscuit were then distributed and the children returned to their parents so changed in appearance that they were scarcely recognizable.

Miss Finie Murfree Burton, who had charge of the Kindergarten Department of the Summer School of the South, at Knoxville, Tenn., both this year and last, is much encouraged over the outlook for the kindergarten movement in the south. Miss Robert D. Allen had charge of the Model Kindergarten in connection with Miss Burton's training classes, and did most excellent work. The number of trained kindergartners at the school was larger than last year and many Training Schools were represented. No kindergartner who had not had some previous training was eligible to class entrance and the standard of thorough preparation before professional training was upheld. After the Summer School closed Miss Burton spent the month of August in the mountains of North Carolina. Miss Burton will return to Louisville, Sept. 1, in order to resume her duties as Assistant Superintendent of the Louisville Free Kindergarten Association.

Miss Patty S. Hill, Superintendent of the Training School under the Louisville Free Kindergarten Association, has been spending the summer at Lake Chautauqua, N. Y., and in the Adirondacks. Miss Hill will reach Louisville on Saturday, Sept. 5, in order to organize the new class and meet the directors and senior students. The Training School will combine its classes as heretofore.

Miss Virginia E. Graeff, for five years supervisor of public school kindergartens in Cleveland, Ohio, has resigned that office in order to pursue certain studies at the University of Chicago. She holds herself open, however, to engagements for class-work in training schools, normal schools, teachers' institutes, library schools, etc., offering courses in child-study, and nature-study from various standpoints, pedagogy, literature, art and picture study, always with special reference to the child-mind. Miss Graeff has most appreciative testimonials from past and present public school superintendents and from experts who are acquainted with what she has accomplished in summer schools. For terms, address her at 40 Scott street, Chicago.

A memory picture that stands out brightly from among the many of the editor's Pittsburg tour, is that of the day and night spent in Cleveland under pilotage of Miss Graeff. Kindergartens were visited, one presided over by Miss Florence Pritchard, assisted by Miss Blanche Snyder. It was evident that genuine good work was here accomplished and as a corollary, cheer and sunshine pervaded the atmosphere, enhanced by the entrance of the sympathetic, but observant supervisor. In the afternoon we were privileged to attend a gathering of some sixty directors assembled for their regular monthly meeting. Correlation between the kindergarten and the grades was shown in that a part of the program was a practical talk by the grade teacher of physical culture, who instructed the kindergartners in cer-

tain exercises which playfully given to the children would prevent the formation of incorrect postures and save possible future suffering. Some inventions and handwork of the students was shown and commented upon by the genial and sympathetic leader. Cleveland loses in Miss Graeff a supervisor of broad culture and experience, rare and deep sympathies and unfailing enthusiasm. Cleveland's loss will be the gain of some other city.

The Kindergarten Training School of the Chicago Froebel Association gave an informal reception May 29 in the rooms of the Chicago Woman's Club. The baccalaureate address was delivered by Bishop Fallows, of St. Paul's Reformed Episcopal church, Mrs. E. W. Blatchford, President of the Association, gave a brief address, and Mr. N. Ledochowski, a fine piano instructor, delighted the guests, faculty and students with some very beautiful piano selections. The young ladies sang some Swedish songs brought from across the water by Miss Sheldon and executed some of the quaint dances of the same country in the picturesque costumes of its people, and Mrs. Gudrun Thomson told a fairy tale in her usual delightful manner. Mrs. Putnam, ex-President of the N. E. A., is Principal of the training school.

The graduating exercises of the St. Louis Kindergarten Normal were held June 11 in the High School Auditorium. Music and essays of the students, a poem and a story comprised the first part of the program. Part II assumed a dramatic form called "A Morning in the Woods." Flowers, butterflies, birds, the river, boat, see-saw, etc., were enacted in a truly delightful kindergarten manner. The diplomas and certificates were presented by Dr. Wm. Taussig, President of the Board of Education. The words and music of the class song were by students.

The closing exercises of the Chicago Free Kindergarten Association were held on June 17, in St. Paul's Chapel. Mrs. Crosby Adams gave two selections on the organ, Dr. Gunsaulus delivered an address, and the diplomas were presented by the President of Association, Mr. Harlow N. Higinbotham. Miss Isabella Bratnobar contributed a vocal solo, with violin obligato by Miss Florence Chamberlin, and the classes gave several charming songs. Dr. Mason delivered the baccalaureate sermon.

Miss Mabel McKinney succeeds Miss Graeff as supervisor of kindergarten in Cleveland, Ohio.

Miss Mary Jean Miller, for many years director in the Loring private school, Chicago, and recently a graduate of Kraus Seminary, N. Y., will open a Kindergarten in the Tuxedo building, of that city, under the auspices of Mme. Kraus-Boelte, October 14.

Miss Georgia Johnson, director of the Kindergarten in the Whitewater, Wis., Normal School, spent the summer in Chautauqua.

Will you please send me by mail — volumes of the Music for the Child World? I do not know if the third is out yet, but want all that are ready. The first volume I used and liked so much in my work last year at Spokane.

E. MAUD CONNELL, Kindergarten Department Training.
Greeley, Colo.

The graduation exercises of the St. Mary Kindergarten Training School and the annual reception of the Franklin Mothers' Club, both of Franklin, Louisiana, were held June 3.

Miss Alma L. Binzel, director in the Kindergarten in the Milwaukee State Normal School for the past seven years, has resigned to take a course of study in the Teachers' College of New York. Her position will be filled by Mrs. Maud B. Curtis, who has had charge of the Kindergarten in the Normal School at Oshkosh, Wis., the past two years. Mrs. Curtis is a

graduate of the New Britain, Conn., Normal School and has taken additional work in the New York Teachers' College. She has had successful experience in varied lines of Kindergarten and primary work, and she is well qualified to assist in the work of the Kindergarten Training Department.

Miss Faye Henley has been appointed director of the Kindergarten in the Oshkosh (Wis.) Normal School, in place of Mrs. Maud B. Curtis, who goes to the Milwaukee Normal. Miss Henley is a graduate of Mrs. Hailmann's Kindergarten Training School, and she has had a successful experience in Newark, N. J., and elsewhere. She has taken advanced work in the Teachers' College and is well fitted for the position. She will give a course in Kindergarten and primary methods to the regular normal school students.

Miss Mary McCulloch, Supervisor of Kindergartens in St. Louis, attended the N. E. A., accompanied by twenty St. Louis kindergartners. She has spent the remaining summer months in New York City, Quaker Hill, among the beautiful Berkshires and at Evanston, Ill.

Mrs. Haydee E. Campbell, director of the Dumas (colored) kindergarten, St. Louis, was called to take charge of the kindergarten department of the summer school at Tuskegee.

Twenty new kindergartens will be opened in Chicago in September.

The Summer School of the South was particularly fortunate in having such genial and inspiring leaders as Dr. C. W. Dabney, president of Knoxville University, and Prof. Claxten, secretary of the school, as well as of the southern Board of Education.

The Fourth of July celebrated by representatives of thirty-four states was an occasion long to be remembered. A procession over a mile in length, carrying the state flags. Song and speech voiced the general sentiment of long live the new south and the new education.



WAITING TO REGISTER. WALKER BUILDING. BOSTON.

Courtesy Congregationalist and Christian World.

BOOKS AND MAGAZINES.

BOYS' SELF-GOVERNING CLUBS. By Winifred Buck. An invaluable little volume. The kindergartner, the settlement worker, the parent, can fortify themselves for the problems of the coming season with nothing better than this book. It is the fruit of twelve years' actual experience in the organization and development of many boys' self-governing clubs by a woman singularly gifted for the work. "Self-governing" are qualifying words which are meant to convey an idea which does not lie upon the surface. They mean not only that the boys are self-governing while in session, always with an adviser at hand, but that thru the experiences and mistakes and successes gained in their meetings they are trained for the thoughtful exercise of the duties which will be theirs when they come of age. Here, thru the making of their own laws, wise or foolish as the case may be, they traverse the same road which man has followed thru long centuries of pain and travail and they learn to be law-respecting because they thus understand that sound sense and reason and justice underlie law-making. The opening chapter shows the place of the club in relation to play in general. It is rich in suggestion. We quote:

A vigorous man delights in an appeal to his inventive faculty, and to a child it is no less a pleasure to measure his strength against apposing forces. . . . The first and crudest expression of this form of a child's inner activity is the appointment, so to speak, of an enemy. This is probably the commonest form of creative play. If a child, then, has within him a germ of the creative faculty, and has no more interesting way in which to exercise it, he will not be satisfied until he is exerting all his forces to "get the better" of an enemy. In towns and cities some unconscious policeman usually fills this important office, while in the country an obliging farmer is always ready enough to act the part with every appearance of sincerity.

The "getting the better" of an enemy is certainly conducive to the development of a certain degree of ingenuity, but there is always danger that, unless this form of play is balanced by well-directed social play, it will degenerate into something positively immoral.

The paragraphs in the same chapter upon "letting off steam" and "animal play" we commend to the attention of fathers and mothers as well as students of child nature. Among other wise things she says:

Intense interest cannot be mistaken for happiness. Happiness for children and for grown people also is largely a matter of animal spirits.

There is probably no play so trying to the grown person as animal play, and the evident brainlessness of it makes it seem wrong to endure, much less to encourage it.

Picture to yourself a very large, empty room, having facilities for every sort of game, and a small but complete gymnasium opening out of it. Then imagine your surprise when the boys, for whose use the room and the gymnasium were intended, refuse on entering to become part of any organized game or play. This surprise rapidly turns to despair when their real preferences become evident. Dignified school boys, their books thrown aside,

become for the moment irresponsible animals, shrieking and howling, throwing themselves against the walls, lying on their backs, their legs swaying in the air, and dropping in dizzy, giggling heaps all over the floor. A scene like this makes one feel that time and money are being wasted in providing such opportunities for them.

And yet after half an hour of this sort of play, there will be a gradual straightening of the rolling, squirming figures, a choosing of sides for a baseball game, and a gentle scramble for remote corners by the bloodless armed with checker-boards. The proper balance between brain and bodily activity has been brought about in the hour of apparently wasted time, and the animals are once more intelligent human beings. * * * *

The second chapter is an equally interesting and enlightening one which analyzes criminal acts in children and the characteristics which lead normal children to serious wrongdoing. Smoking, stealing, fighting, acts of cruelty, gambling, lying, are thus taken up one by one and studied in a very helpful way. Then follow suggestions for the preliminary arrangements for a club, meeting places, equipment, etc., with the various pros and cons that arise, and all, as thruout the book, illustrated by examples from the author's experience. Many other pages are devoted to directions for starting the club, how to get the boys, and helping them to realize that difference between the monarchy rule of the "gang" and the democratic rule of the club. The chapters that deal with the development of a constitution give the constitution of the Young Potomac Club organized in New York in 1893 and analyze it article by article, explaining how each section was inserted as some painful experience showed its necessity. The ethical lessons of the playground and of the business meeting are discussed in separate chapters. (The play period occupies the first part of the evening, the business meeting the latter half.) One of these develops when Johnny Brown has, during a siege of animal play, broken an electric light bulb and the boys ask why all should have to share in the cost of replacing it. "Johnny Brown did break it," you reply, "but who worked him up to such a pitch of excitement that he was impelled to act in this reckless way?" And then the leader proceeds to show that the crowd is responsible for the spirit, good or bad, that dominates it. "Instances where the individual alone is responsible for his acts of vandalism will certainly not be wanting during the course of your club experience." A few of the most necessary parliamentary rules are given and explained, and a few pages, highly important, are devoted to the personality of the club advisers and express the hopes and desires of the writer for the time to come when club advisers shall be required to prepare themselves for their work as for a profession demanding study more difficult than that now required for teaching in the public schools, and she indulges in a Utopian picture of how to that end she would spend \$10,000,000 a year.

After reading the book one certainly feels that there is here a great opportunity for a much needed work. America needs thoughtful, faithful, law-abiding and wise law-making citizens. We believe that nothing done in the schools towards this end surpasses what can be done by innumerable self-governing clubs, led by wise and patient teachers. Patience is certainly an important part of the adviser's equipment as it is of all teachers, for the results for which he works are harvested long after the seed-sowing and the care-

ful, sympathetic nurture of the lively embryonic citizens. Our extracts will give an idea of the author's attractive, lively and sympathetic style. Serious as is the book in purpose, this club adviser has the saving grace of humor to which undoubtedly is due a large part of her success. We hope a great many people will have the pleasure of owning this little volume. New York: Macmillan Co. Price \$1.00 net.

GOLDEN NUMBERS. A book of verse for youth. Edited by Kate Douglas Wiggin and Nora Archibald Smith. Blessed the child who becomes possessor of this compilation of the happiest and daintiest and noblest in English poetry. It is a collection so complete, diversified and representative as to delight all irrespective of the years they may number. It comprises 718 selections, partial and complete, from 751 authors. But a special purpose guided the compilers, both in the selection and arrangement of the verses, which make it of special value to young people. Knowing the joy and inspiration and consolation that poetry holds for those blessed with an appreciation for the message of the prophets and the singers, they have wished to lead those who may not have a natural inclination toward poetry to a share in this joy which is open to all. From Mrs. Wiggin's charming, characteristic introductory essay on the "Reading of Poetry," we quote a few friendly, sympathetic words to the young traveler in the realms of verse:

So you will find between these covers, we hope, a little of everything good, for we have searched the pages of our great English-speaking poets to find verse that you would either love at first sight or that you would grow to care for as you learn what is worthy to be loved. . . . For it is a matter of growth after all, and growth in mind and spirit, as in body, is largely a matter of will. It is all ours, the beauty in the world. Your task is merely to enter into possession.

A unique feature of the book are the transparent interleaves which preface the different sections and which are certain to arouse an eager desire to read the verses that follow. The titles of these sections are also alluring. "A Chanted Calendar" includes poetry suggested by the passage of time, the hours, seasons, etc. "On the Wing" tells of birds and insects. "The Inglenook" comprises poems of home and fireside. "The World of Waters" and "Fairyland" suggest what these sections cover, as do the titles, "For Home and Country," "In Merry Mood," "Tales of the Olden Times," etc. "Sports and Pastimes" is a classification found in no other collection of which we know. A charming old time song found here is one in praise of the needle, by the author of the "Old Oaken Bucket," and in the same verse as that familiar poem. There are many other divisions, closing with twenty-one Christmas poems, grouped under the heading, "The Glad Evangel." It is a book which the child will love and value more and more the longer he possesses it. Handsomely and well bound it is at the same time compact, convenient and legible. McClure, Phillips & Co., New York. Price, \$2.00 net.

BOSTON, A GUIDE-BOOK. By Edwin M. Bacon. A fascinating little volume, prepared by Ginn & Co., for the executive committee of the N. E. A., for free distribution at the recent convention. Among the distinctive and superior features of the guide are the following:

1. The material is original and has been obtained by references to original sources and documents. The author's name alone is a sufficient warrant for its trustworthiness. 2. Eight pages of color maps at the back of the book and numerous diagram maps provide unusually adequate map material, at once convenient and exhaustive. 3. A helpful table of contents, the logical arrangement of material, the running titles, and above all, a complete alphabetical index, make this guide as convenient as possible. 4. The mechanical execution of the book, the paper, press work, printing, illustrations, etc., speak for themselves. In all respects this book is intended to be the standard guide to Boston. The condensed history of many years is delightfully recorded and it is not an easy matter to put literary quality into a guide book. Illustrations and maps are many and attractive. Will be of future value as a reference book to the teacher. Price, 50 cents.

The June issue of the *Journal of Geography* is a special Boston number. Teachers of geology, geography and history will read it with particular interest. The leading article, by Richard E. Dodge, describes the geological features to be noted by the specialist in approaching Boston from three different directions. Geo. H. Barton notes the geographical features of Boston and vicinity. Excursions in and around Boston are described by Charles F. King, and Arthur A. Shurtleff devotes several pages to Boston's park system. "Industrial Boston" and "The Geographical Development of Boston" are also rich in interesting and valuable data. Well illustrated. Edited by Richard E. Dodge and F. M. Lehnerts. Chicago: Rand, McNally & Co.

The *Atlantic Monthly* contributes a pleasant nature article by Dallas Lõre Sharp, "Birds From a City Roof." According to this, a roof is a fine advantage ground for seeing many birds one usually thinks of as foreign to city sights. In the same journal Mr. Louis C. Elson argues for "Public Education in Music," not only for those who expect to sing, but we must all use our vocal organs constantly and such training would give that pleasant voice which is as "important a factor in the every day affairs of life as a pleasant face or a well-groomed appearance."

The Housekeeper for August contains an interesting account of how "Hiawatha was played by the Ojibway Indians," by Eleanor E. Reber.

Good-Health for August contains a description of the dedication of the new sanitarium at Battle Creek, with other articles upon the ideas for which it stands.

In *St. Nicholas* for August is an industrial article, by Mary Proctor, "Five Hundred Little Worlds," and one by Parmelee McFadden, describing a night spent on Minot's Lighthouse. Howard Pyle's serial stories of King Arthur and his Knights are delightful. The usual Nature and Science department has doubtless done much to draw the attention of children to a thoughtful observation of country surroundings.

In the *Popular Science Monthly* for July is an article showing the problems confronted by the national organization that is interested in preserving plant life from wasteful destruction much as the Audubon Society is interested in the saving of bird life.



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WILLARD FOUNTAIN.

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TWENTIETH CENTURY SERIES.

THE POWER OF THE TRAINING SCHOOL IN THE EDUCATION OF YOUNG WOMEN.*

C. M. C. HART, BALTIMORE, MD.

WHAT does the Kindergarten Training School offer? That the study of the kindergarten arouses enthusiasm no one can dispute, and enthusiasm has been defined as the 'genius of sincerity'; that is, it springs from some inward conviction, and action following that conviction is elevated, because it is action moved by the soul.

The kindergarten arouses enthusiasm in its advocates because there is this inner conviction of its truth. There is something within us, something elementary, that shapes our spirits, and whose influence is felt long before we are capable of defining it, to which the teachings of the kindergarten respond. It is the voice of the kindergartner's spirit, calling for truth, and the spirit of the kindergarten answers it; it is "spirit witnessing of spirit," and this awakening becomes the element of a mighty power. But this very fact of strong conviction founded upon faith alone, this "genius of sincerity," has too often proved disastrous to the general welfare and now it is proving disastrous to the kindergarten. We are confronted to-day by an army of "enthusiastic kindergartners," whose sentimental and therefore false ideals, because founded upon feeling alone, are bringing disaster to the system. I do not under-rate this first enthusiasm of the kindergartner. It makes a great beginning. It is the inward stimulus towards the great aims which the kindergarten proposes. We can all attest to the joy and reverence and love with which the first gleams of kindergarten light filled our souls, but if these first gleams are not kindled into stronger light, the kindergartner becomes not only useless and incompetent,

*Address delivered at the Kindergarten Department of the N. E. A., Boston, July, 1903.

but *dangerous*. This joy and reverence and love has a source deep and powerful and lasting, within her own nature, but if she knows nothing of this source, if it is simply some unknown correspondence to her feelings, her enthusiasm will fasten itself upon half truths, and she will drift about, at the mercy of the kindergarten fad. Now the strength of the training school lies here—that it justifies to the kindergartner the existence of the power from which her enthusiasm springs, giving it clear, distinct expression, developing and grounding this *feeling* of truth into *knowledge* of the truth, changing the wavering conviction of feeling into the unwavering conviction of reason, as the first enthusiasm of feeling grows into the deeper enthusiasm of insight. To understand how this change can be effected we must recognize the kindergarten, not as a principle limited to itself, but as the application to education of the highest and most sublime thought yet reached by the human mind. It has taken thousands of years to reach it, and it is the culmination of all the efforts of the soul to understand itself. The movement by which this thought has been reached stands out clear and vivid to the student of history, and this is what she sees: Planted deep in the earliest intuitions of primitive men, moving on slowly thru the ages to its last and highest insight, there has been but *one thought*—the one thing the human mind has tried to determine, the one thing it has sought, has been to understand the relationship between God, the world and the human soul. Now sunk in nature and thinking *it* was all, with only a faint glimmer of anything beyond the perceptions of the eye—then, because this is no dead universe, because there is meaning in the light, and the sea and the mountains and the stars hint to us of spiritual things, the mind reacts, and the thought of spirit is uppermost; so moving from nature to spirit, from one extreme to the other, separating and combining, this is the swing of history, the unaided search of the human soul to realize its own intuitions. And so this thought has moved on, forced by its own logic to ever higher conceptions of itself, until its final recognition is of God as the heart and soul of *all* life.

The whole kindergarten is an appeal to this intuition of unity, and when Froebel counsels "Seek ye first the kingdom of God *within*" it is his recognition of a complete ethical, yes, more than ethical, of an *infinite* principle existing from the first, in the child's

soul—a dim, vague feeling that *all* life, not only human life, but *all* life, mingles with his own. That feeling of the oneness of all life is the child's soul, the Divine part of him. It is Reason or the Soul, in its first form of feeling, saying to the child, "All things are one, Nature, man and God." Knowledge, which means relation to the physical world, and Love, which means relation to the world of man, in their final analysis, are one. Both are implied in the first intuition of the child. To understand one's relationship to the physical world is to know, and complete understanding would be complete loving; and these two, even partially realized, prove identity with God, who is All-knowing and All-loving, and in their completeness man, as the image of God, in perfect identity with Him, would be realized. Now we see how the two things meet—the intuition of the child (the intuition, too, of men in the childhood of the race) and the insight of the developed man. The child *feels* that all things are one, the man *knows* it. "There are no barriers between God, the world and the human soul," is the last and highest proved insight.

Science teaches that in the universe everything is united, the smallest atom to the star, and star to star, in interaction of physical force. Its one aim has been to prove a connected world thru all the changing forms, and ethics teaches us of the solidarity of mankind, the least and lowest linked to the highest by interaction of spiritual force; the whole aim of ethics is to demonstrate the spiritual world as one. But this great insight is more than scientific, more than ethical; it holds them both; it is infinite, linking low and high, matter and spirit, God, the world and the human soul. And this insight has been reached by the soul's growing consciousness of itself, and it grows into this higher consciousness by looking long and steadily *within*. Thru introspection mind reads its own history; and the most general deductions from this introspective view are: First, it knows that within itself there is an allurements to right, to what is true and good, or, in other words, to knowledge and love; it knows that something within itself allures to these two things; it reads the struggle, the inevitable conflict, but it reads, too, the free will to carry out this aspiration towards knowledge and love—knowledge which binds the physical universe into one, and love which binds the spiritual universe into one. Its own freedom it has

discovered. The soul knows that it is *free*, that no environment can bind, no circumstances enslave the *free* soul; that it alone is the creator, the author, the originator of all its actions. Looking within we become conscious of a power that tells us of things without any help from without, the senses and the world of experience are not in it; we become conscious of an inner force within ourselves which can go on forever with changing centers and ever-widening circumference, towards infinite knowledge and infinite love; and we recognize this power as so *infinite*, limitless, that the very best we can say of the God of knowledge and love arises out of our own conceptions of what we may make ourselves. There is something within me that draws me to the right; I have the free will to do it. This is the highest revelation the human soul has made of itself; it is read from the human breast, and there is no other source of knowledge.

“Once read thy breast aright
And thou hast done with fears.
Man finds no other light,
Search he a thousand years.”

This means identity with God. In finding how free and infinite it is the soul has found its source; this proves “what may be known of the invisible God thru the things He has made, even His Power and Divinity”; inspired words come to corroborate the inspiration of the soul, and the boundary line which separated man and God is blotted out; our true relationship, as the child felt, is oneness with God.

And Science still separates God and man, God and nature, nature and man. “The myth-makers confused the human and Divine, and poets and philosophers still keep up the confusion, but it is all a mistake,” says Science; “nature bears *no* relation to God or the human soul.” But a higher seeing interprets the life of the universe by the soul’s consciousness of itself. If mountains and rocks could know anything of themselves they would say the principle of the universe is “force,” and if plants could know they would say “life,” but spirit says “spirit.” We know what nature is, not from the mountains or the sea, or the tides, but from *within* ourselves. We know that God is behind force, creating everywhere

beauty and harmony, guiding all nature to its flowering, because we know of the free purposeful power in ourselves, free to create beauty and harmony in our lives, free to guide life to perfection. Nature is the revelation of God's intellect and the condition of ours; it is bound up with our whole spiritual life, with our intellects as we build them up thru contact with God's intellect in nature, with our hearts as they are stirred thru contact with God's heart in the symbols of nature. A flying bird can thrill us with a sense of freedom, we can feel the power of our wills in the wind, and we can feel in the light a premonition of all that truth does for the soul. Thus there is kinship everywhere, and nature, man and God are one. This is the substance of that wonderful first chapter in the "Education of Man," on "Life unity as the groundwork of the whole." I have within me the aspiration towards the right, I have free will to carry out that aspiration—freedom is the result of these two—not either alone, for aspiration without action is valueless—and free will without its exertion upon the things the soul aspires to is valueless; in their combination the free human soul is the result. This insight reached calls for a re-creation of everything that the mind does; therefore Religion, Government, Art, Literature and Education have made a new confession of belief, and the result is, in Government, the free Republic, the great types of character in Art and Literature, and the free developing method in Education. The educational problem then becomes, 'How can I lead the child's free will to act upon the intuitions that God has planted in his soul?' or, "How can I generate spontaneity?" The "Mother-Play" is the answer to this, and because it solves the problem it is one of the greatest of educational works. This is its method: to stir into stronger life the seed principle of knowledge and love, the feeling that all life is one, and bring forth out of it by its own energy all that it holds. Every organism generates its own differences, the seed sends forth, by its own energy, its differences—it is all spontaneous growth, and under all these differences the flower is working, trying to realize its own perfection. And Reason is the flower of the soul, working even thru the child's intuitions towards its perfection. Every song of the mother-play is an appeal to the intuitions of unity by making an outward picture of the solidarity of life, thus stirring and strengthening the dim

feeling and generating *out of it* some act that was hidden away, coiled up in the germ feeling. We'll take but one sample out of the fifty-two that the Mother-Play furnishes. The grass-mowing is a story in song of human dependence upon nature, man and God. The child sees so many people working for him, so many animals working for him, the grain working to grow, God sending rain and sunshine to help it—all *for him*. This stirs and vitalizes the dim feeling that all life is bound together, until spontaneously, out of the aroused feeling, springs *gratitude*. One of the possibilities hidden away in the seed has come to light, one of the steps in the development of reason has been taken, for reason has reached its fullest meaning when a person is capable of performing *all* the acts that, gathered under the name of love, bind humanity together. Gratitude is one of these acts, voiced by the "Thank you" of the grateful child. No other "Thank you" but one generated in this way will avail. Education fails absolutely if results are sought in any other way. The free-will is carrying out an aspiration of the soul—that is spontaneity, that is freedom, because the true nature is ruling. No doctrine of interest, no hope of reward, no fear of punishment, not even a sense of "I ought" can become a motive; if these outward things become the moving principle of action there is no freedom. "All things are bondage until the heart goes with them." The gifts furnish a similar appeal. Knowledge and love are the two forms of the soul, really but one. As we generate by means of the Mother-Play songs the different forms of love, in the same way with the gifts we generate knowledge, so that each step from known to unknown becomes a new discovery, the mind's own true loving act. These balls and blocks are types, as you know, which unify all the apparent differences of things. The Mother-Play makes a picture of human dependencies and with this picture stirs the sense of human solidarity, so that out of the spontaneity flow its own differences, and Reason as Love begins to actualize itself; the Gifts make a picture of the dependencies of things, and this reflection stirs the sense of the *solidarity of things*, which is the knowledge sense, and Reason as knowledge begins to actualize itself. Work that is *useful*, but not useful in the highest sense, does not offer material that answers to this unfolding of knowledge out of itself, and to occupy children in this way is going

back to the Pestalozzian idea of work and ignoring the profound principle that Froebel illustrates.

This great insight becomes the possession of the kindergartner, and its power over her life is immeasurable. It is not the principle of the kindergarten nor of education, although it seems to belong to the kindergarten more than to any other grade of education, because of the unrivaled adaptability of the Mother-Play and Gifts to the development of the principle, but it belongs to none of them; it is the principle, universal in its sweep, by which to measure the right and wrong, the truth and falsity of everything in life. In her first and second year the Mother-Play and Gifts begin to awaken this new and commanding principle within the heart of the kindergartner. But this is not enough; the insight must be deepened, she must see it in everything that touches human life. She must see in history, not separated nations, Persia here, Greece there, but a great collective life, marching towards freedom by working out its intuitions, and reaching its goal by the development of knowledge and love that binds the worlds.

And Literature views life from the standpoint of History. The great world-poets tell the same story, that out of the potential life given to man he must create his own destiny. Ulysses' wanderings and struggles are the story of the battle of life to be won by subordination of the senses and listening to the voice of reason; Dante takes the fearful journey that we may see in the stern logic of events the fate of those who strike at the sacred bond of fellowship; Shakespeare's kings uncrown themselves because they fail to see that the principle that binds kings to people is the same principle that binds the moral universe into one; and

"Woe, woe, thou hast destroyed it,
The beautiful world,"

is the lament of Faust's own heart. "I am no nearer the Infinite," he cries, because he has denied that infinite power that allies man to God is the condition of knowledge and love. He will build up again the beautiful world in his own breast, out of its shattered fragments, and he will learn what all the great world-poets tell us, that freedom can only be won in the service of love. And thru all the variety of illustration the kindergartner reaches a definite

principle at the root of knowledge and character. She sees the universal sweep of the principle, and it becomes far more than an intellectual conviction; it touches the deepest springs of feeling and thought, going out in vital action, fitting her for the work of the kindergarten, fitting her for life's most sacred duties and the sure preparation for the immortal life to come; for wherever we go in this infinite universe we shall still be in God's worlds, and wherever He is there is Knowledge and Love, for these are His attributes. Everything else passes, our thoughts are outgrown, our standards change, but they remain, and the things that will make life beautiful for the kindergartner and for all with whom she comes in contact will be as fresh in those new worlds as when the first breath of their inspiration roused her enthusiasm in her happy kindergarten days.

A BROTHER'S SONG.

*Up-hill the burden must you bear?
O brother, sing, as on you fare!*

Nay, nay, the road is rough and steep,
The narrow path I hardly keep,—
Already in the noontide heat
I faint, and see, my faltering feet
And trembling hands are scarred and torn
With thistle's whip and sword of thorn.
Too soon shall pass my mete of time.
As up the toilsome height I climb,
Where crags defy, and winds deride,
And foes assail on every side,—
The day is short, the night is long,
No voice, no heart have I for song!

*Aye, brother, sing, there's one behind
Who lists your voice, the path to find.
Sing loud, and with his answering song
Your fainting courage shall grow strong!*

Then rose a voice so brave, so clear
The laggard pilgrim joyed to hear.
Light burst upon his darkened sense,
Hope quickened thought, once dull and dense.
The sullen stream and threat'ning rock,
That seemed his craven soul to mock,
Took up the blitheful, buoyant strain
And sang it o'er and o'er again,
Speeding the tardy footsteps on
Until, at last, the goal was won.
And lo! a glad, victorious throng,
Brought hither by a brother's song!

Ziella Cocke in Youth's Companion.

CORRELATION BETWEEN KINDERGARTEN AND PRIMARY SCHOOL*.

FRANCES COOKE HOLDEN, SANTA ANA, CAL.

A LARGE number of cities and towns of California have made the Kindergarten a part of the public school system, and year by year the number of public Kindergartens increases. But while the Kindergarten has been legally adopted, in spirit and practice it too often remains an alien. The child may begin his school life in either the Kindergarten or the Receiving Class; if he enters the Kindergarten he is promoted not because of his fitness or ability, but because, in the course of time, he reaches the age of six! The first grade does not take into account the training which the child receives in the Kindergarten and make it the foundation of his work in the grade. Thus the Kindergarten is compelled to be its own excuse for being—its activities commencing and terminating within itself. It is evident that such a condition cannot long continue. Six-year-old Johnnie in the Receiving Class is not very different from five-year-old Johnnie in the Kindergarten. He is a little larger, a little stronger, somewhat more active, but his interests are, in a large part, the same, and they find their natural expression approximately through the same channels. Therefore an organic union of the Kindergarten and Primary School must seek its true basis, not in the attempt to make either conform to the other as they now exist, but rather to look for such a union in the child's growth stage—in his nature and needs as they are manifest during this period in his development.

Development is not even and continuous; it is uneven and intermittent, producing more or less well defined growth stages, each stage having its own characteristic manifestations and eccentricities.¹ During these growth periods there is especial susceptibility to training if it occurs in harmony with the growth processes.² The years from three or four to seven or eight form a more or less well defined

*Read before the California State Teachers' Association, January, 1903.

¹Chamberlain. *The Child*. 51 ff.

Baldwin. *Mental Development. Methods and Process*. 51 ff.

Burk. *Growth of the Nervous System. Ped. Sem.*, VI:13.

²James. *Report of Chicago's Education Commission*. 1898.

growth stage.* It is my purpose to note a few of its most characteristic manifestations with their pedagogical significance for the Kindergarten and Primary School.

This period is pre-eminently one of sensory motor nascencies¹ expressed in the child's insatiable curiosity², especially in regard to animals, plants and adult activities,³ and in his eager response to these stimuli in experimental, imitation and other play activities.⁴ The senses are keen and active, but the reflective powers are undeveloped, and the child is therefore peculiarly suggestible and imitative.⁵ The speech centers ripen during this period, and the story interest is dominant.⁶ The key note of the child's whole development during this stage is motor activity. He feels as he acts¹; he remembers what he does, and what other people or things do; he observes and attends to movements more than to forms and colors; his will arises in large part out of memories of movements registered in his organism²; he thinks with his hands, play is his functional mode of reflection³. The problem of the Kindergarten and the primary school is the same,—to systematize and co-ordinate these sensory and motor experiences, to make his activities more accurate and purposeful, and to direct them to useful ends.

In the child's natural proclivities we find a clew to a "core for the correlation of studies"; nature, considered in its broadest sense, and the accompanying story, form a center of interest and information from which various motor activities naturally proceed. Impressions received from the care of a garden, of pets, from visits to a dairy, a carpenter's or blacksmith's shop, with interpretative stories to enlarge his experience, will in the Kindergarten be expressed in cutting, drawing, modeling, building, and in dramatization and song. In the Receiving Class reading will supplement observation

*Bryan. *Nascent Stages and Their Pedagogical Significance. Ped. Sem.*, VIII:357 ff.

1. Clouston, *Neuroses of Development*, 8 ff.

2. Sully, *Studies of Childhood*, 75-90.

3. Frear, *Imitation, Ped. Sem.* IV. 382.

4. Groos, *Play of Man*, 88 ff, 280 ff.

5. Small, *The Suggestibility of Children. Ped. Sem.* IV. 176.

6. Clouston, *Op. cit.* 12.

¹James. *Psychology B. C.* 375.

²Krohn. *Development of Will Through Physical Training. Proc. N. E. A.*, 1897:873.

³Eby. *The Reconstruction of the Kindergarten. Ped. Sem.*, VII:247 ff.

Judd. *Studies in Genetic Psychology. Jour. Ped.*, XIII:237 ff.

and the story as a means of thought getting, and writing will be simply another medium for the expression of thought. This is not an impractical theory for the first grade. With sufficient enthusiasm and persistence much may be done in the matter of a school garden; extensive gardens are at present very successfully cultivated in a number of schools in California. The last half hour in the afternoon may be used occasionally for a walk to the park or to visit some industry. If necessary the reader may control the choice of nature material. Even the State first reader may yield surprising results. "The Boy and His Gun" will be much more keenly enjoyed if contrasted with Docas or Hiawatha and his bow and arrow; "Robin Redbreast" may become one of a whole series of bird stories; and the same is true of "Mary and All Her Pets."

Thru his interests expressing themselves in motor activity the Kindergarten child gradually gains power in more and more prolonged spontaneous attention; by means of this power the grade teacher may lead him to an acquired interest in the word and number symbol, and making a beginning in voluntary attention.* The readers, therefore, in which the story material is carefully selected within the range of the child's spontaneous interests; in which the objects may be handled and talked about, or the games played in the school room before the stories are read, are of especial value in the primary school.

Memory during this stage is of the sensory-motor type.¹ It depends upon vividness of impressions and associations, the thoroughness with which they are registered by the muscles in the organism, and upon variety of repetition². There are many methods and devices used generally by primary teachers which have arisen out of an appreciation of the growth of attention, memory and association: the action sentence—the child doing what the story tells him, then reading it; games of hide and seek with words; pointing to objects or pictures as the written or printed name is presented; recognizing an object by touch, hearing, taste, or smell, and then writing its name or drawing its picture on the blackboard. Before the child gains control of the finer muscular co-ordinations, necessary in writing, he traces words in the air with the finger, and makes them with

*Ribot. *Psychology of the Attention*. 2. 30.

¹Shaw. *Tests of Memory*. *Ped. Sem.*, IV: 61.

²Taine. *On Intelligence*. I Book II, Ch. 2.

sticks or lentils on the desk. He constructs the Speer models—if they are used—with plane and sticks, builds them with the fifth and sixth gifts, measures, estimates and compares with sticks and blocks, works out little building problems with the gifts and sticks, and in countless ways deepens the impression and gets the notion registered in the muscles.

The rational and volitional life, in the higher sense, is undeveloped during this period, but the child is gathering raw material for future thinking by storing sensory images in his memory. And, in so far as he can be led to image clearly and vividly, he is gaining control over this material for purposes of thought: for thinking, says Hall, is bringing into consciousness images of two related objects and discerning the relation between them¹. Willing is conceiving an end as desirable, then selecting and putting into operation the means necessary to achieve it². If, therefore, the child is getting the right sort of sensory experiences as the basis of desire, and translating these experiences into skill and power in a variety of muscular activities, he is getting the elements which, in the future, will build up his higher volitional processes.

The moral and social life during this stage is of the most elementary kind. In the child's relation to his fellows, as in his intellectual processes, what he needs is the right kind of experiences transmuted into right habits of action. The appropriate emotion will arise as the necessary accompaniment of the action. In the child's moral and social development a sympathetic appreciation of others is necessary, but a strong sense of self is likewise an important factor. It gives a feeling of power, of individual worth, a consciousness of inner resources which is indispensable to later social efficiency. The subjective self-feeling and social consciousness are born together and develop simultaneously.* However, as a rule, the egoistic tendencies require less cultivation than the altruistic.

Opportunity for the child to exercise his own initiative; to do kind and helpful deeds; to co-operate with or even to come into conflict with others lies largely in the freedom and flexibility of the organization. It is at this point that it is most difficult to correlate the work of the Kindergarten and Primary School, in actual prac-

¹Hall, Frank. *Child Study Mo.* VI:297.

²Preyer. *The Senses and the Will.* 193, 340.

*Baldwin. *Social and Ethical Interpretations.* 7-37.

tice, along the lines of the child's growth processes and consequent needs. The equipment of the Kindergarten with its circle, its tables and chairs, its various constructive materials, gardens, pits and play incentives of all kinds, favors the greatest possible individual freedom consistent with the good of the whole. It makes possible the grouping and regrouping of children for co-operative work. It gives abundant opportunity for exercising the spirit of helpfulness and good will as well as of initiative and self-direction; for being out of doors and establishing habitual reactions of watch, care and observation in the tending of plants and animals. The traditions and best practices of the Kindergarten favor the healthful exercise of all the normal interests and proclivities of the little child. It was this ideal in the mind of Froebel which gave it birth. The primary school, on the other hand, sprang from no such ideal. It has gradually evolved from higher schools which made the mastery of the vehicle of culture the object of effort, and with the expansion of these schools to admit younger and younger children the scholastic ideal was extended into the lowest grades. The Primary School, unmodified by Kindergarten ideals, is not concerned with the child's natural interests, and moreover it fails to provide the proper conditions for his healthful normal growth. All that has been gained in freedom and flexibility has been won by hard-fought conflicts.

It would be beside the mark for me to try, this morning, to picture an ideal connecting class. Our immediate concern is how, with all our limitations, we may make our organization sufficiently flexible to gain, in some measure, the freedom necessary for the symmetrical growth of the child. It may, perhaps, be not unprofitable to suggest some of the means to this end which primary teachers have found useful in the actual work of the schoolroom. Few primary school rooms have a large enough space to make a circle which will accommodate all the children; however, one may be formed by using two aisles with space at front and back.¹ The circle gives more freedom for movement, and is a pleasant rest and change. Here the morning songs may be sung, or games played during the period set aside for play. Possibly a smaller circle may be made in front or at one side of the room, on which ten or fifteen

¹Miss Angelina W. Wray gives some good suggestions along this line, in a series of articles under the general head *Glimpses into Schoolrooms*, Primary Education, X.

children may enjoy a skipping game, or one of the numerous quick, active games suited to the primary room.

The periods in the seats should be short, the work prescribed, and the child held to careful, intense application. Kindergarten tables and chairs at one side of the room, with some of the kindergarten materials, may furnish opportunity for a different kind of occupation after the prescribed work is finished; if tables and chairs cannot be procured the blackboard is always available. If the children have been trained to a certain amount of independent work in the kindergarten they can soon be trusted to pass to tables or blackboards while the teacher is occupied with individuals or with a class. One period of seat work with the pencils each day is sufficient, and for a second period the pupils may do some kind of industrial work which they can handle independently after a few lessons. Sewing of cards, weaving of small rings, knotted cord or wrapped raphia work are all suitable for this purpose. By encouraging the skillful children to assist the unskillful the spirit of helpfulness may be fostered without the consciousness of deception which too often accompanies the exercise of this spirit in the schoolroom. This will, of course, cause more noise than work with the pencils, and the teacher must plan the work with the group accordingly. Exercises with the Speer models and various sense games may be conducted by seating the group in a circle on the floor; the class is then in a compact space, forming a unit within itself, thus preventing the attention from wandering because of the movements of the children in the seats.

Rest exercises in the form of play fulfill their purpose better than the ordinary gymnastic exercises¹, and incidentally they bring us into closer touch with the kindergarten. Give a thought to the children and allow various expressions of it; they are little seeds planted in the garden which grow up and blossom, or they are trees in a row. The teacher tells a story which the children act imitatively. Perhaps they trim a Christmas tree, bending, reaching, standing on tiptoe—exercising as many muscles as the teacher desires and at the same time giving expression to their own mental images.

¹See series of articles by Fanny L. Johnson on Physical Exercises for Youngest Children, Primary Education, X.

The conventional set game of the kindergarten is often of little more value than the ordinary gymnastic exercise of the grade; in both the dramatization of stories and songs planned and executed by the children should predominate over the set or traditional game played according to prescribed formula.¹

If stories with strong outlines, some repetition, and much action are chosen even the most backward children will be able to plan and execute them. Some primers and readers are especially well adapted to suggest this kind of work to the children. I have known a class spontaneously to plan and act out some of the lessons in "The Holton Primer," using the text as a part of the little drama. It seems to me that this work finds sufficient justification in the pure joyousness of the children, but it calls into play all the powers of the child's mind, gives room for the exercise of his own initiative in a way that is impossible in the more formal exercises.

The child's birthday furnishes a convenient opportunity to give full play to the self-feeling. This one day he becomes the most important child in the school, choosing the songs and games, directing the playtime, leading the march, and choosing some of the children to weave a basket in his honor, himself acting as leader of the game. This great day is recorded, by an appropriate device, on the calendar.

The child's moral and social experiences are enlarged by imitation, and right habits are established by obedience.² Obedience secured thru suggestion has no inner barrier to break down, as is the case in obedience obtained by punishment: it is therefore less wasteful and more effective. By suggesting to the child a worthy part or a praiseworthy action we create for him an ideal toward which he must strive. Occasions for doing this are presented in the celebration of festivals and anniversaries as they occur during the year; this affords moreover another point of contrast for Kindergarten and first grade. Washington is the ideal of truthfulness, obedience, courage, and courtesy; Froebel and Valentine of loving service. I know of one Receiving Class that is planning to present the Kindergarten with a portrait of Froebel on his birthday, purchased with pennies given by the children. But of all the festivals

¹Baldwin, *Social and Ethical Interpretations*, 1902, 40-62.

²Sisson, *Geneva Children's Plays*, *Barnes' Studies in Education*, No. 5.

Lee, J., *Playground Education*, *Educ. Rev.* XXII:449.

that promote the spirit of joy and good will there is none that compares with the Christmas time. The children may be led from the Santa Claus myth with the thought of their own presents, to the children of other lands and how they keep Christmas, and then to the story of the first Christmas gift, the birth of the Christ-child, with all the beautiful legends which bring it close to the child's life. A Christmas tree in the schoolroom upon which to hang little gifts, and books of work made by the children for parents and friends will be more of an incentive to careful work, and productive of better results in writing, drawing, color work, or weaving than many weeks of drill. How the dullest will work to write an invitation to the tree "that anybody could read." The tree may be decorated and used by both Kindergarten and Receiving Class, the one having it in the morning, and the other in the afternoon.

Let us now turn for a moment from the consideration of the correlation between Kindergarten and Primary School from the standpoint of the child's development to that of the Kindergartner's and teacher's training and equipment. Of course, to bring the two departments into the closest union every primary teacher should have a thoro Kindergarten training, and every Kindergartner should have a comprehensive understanding of the work of all the grades, together with actual training and experience in primary methods and work. With the great army of teachers and Kindergartners already in the field this is not feasible, yet something may be done in the way of conferences, visits and exchanges of work.

The danger of the Kindergartner lies in having too much freedom, that of the Receiving Class teacher in having too little; the tendency of the former is to become lax and slipshod in her work, that of the latter stereotyped and formal. Therefore if each will lay aside her particular prejudice and confer with the other, making neither the fetish of mystical symbol, nor of practical facts, neither the finished pieces of work nor the curriculum of studies, but making the growing, developing child the basis of reference, each may gain much from the other. The primary teacher will gain in joyousness, spontaneity and freedom; the Kindergartner in precision, promptness and careful planning with reference to a definite end; the one will thus enter more sympathetically and understandingly into the play life of the child; while the necessity of certain restrictions and intuitions will be brought with more emphasis to the consciousness

of the other. The tendency of many Kindergartners is to give the child too much help, in some cases even doing a part of the work for him; but the exigencies of the primary room make it necessary that he should be able to work independently, as far as possible correcting his own mistakes and preparing his own work. And if such conferences as I have suggested lead to greater emphasis of self-directed work in the Kindergarten it would be a tendency in the right direction from the child's standpoint.

Conferences may result in much good, and visiting, when it can be arranged, will also be a help, but what the teacher, no less than the child, needs is an experimental basis of interpretation. To wholly grasp a certain work and get into the spirit of it one must actually grapple with its problems. To this end it would be of the greatest benefit to both Kindergartner and teacher to exchange work occasionally. If such conferences were conducted and such exchanges of work planned by a competent Kindergartner, supervisor or primary principal having a careful training in both lines of work, it would in part supply the lack of such training and experiences in the teachers. It would further result in a better understanding and in a professional recognition and respect which is unfortunately sometimes wanting on the part of both teachers and Kindergartners.

We see that the child in the Kindergarten and Primary School is in the same stage of development, and any real correlation between the two must be based on his nature and needs. The exercises of both should spring from the sensory and motor activities, especially in case of the formal studies of the primary grade. Play is the child's normal means of expression and of acquisition and should be utilized to further his development. He should be allowed all the freedom consistent with the good of the whole. He should be brought face to face with situations which contain incentives for exercising his own initiative. His sense of his own worth should be given wholesome expression, as well as his appreciation of the worth of others. Thru suggested ideals, imitation and obedience, and little acts of helpfulness and good will, the child becomes established in moral and social habits of action.

From the teacher's standpoint the correlation is effected by transferring the center of interest from the means to the end—from the product of of curriculum to the child; by getting a basis of understanding and interpretation of both departments thru conferences, visits and exchanges of work.

A BIT OF A "FOREST KINDERGARTEN."

F. A. J.

SATURDAY, SEPTEMBER 6.—The past three days have been spent in getting somewhat acquainted with my new surroundings. A new and novel experience this is—the steep wooded hills enclosing this narrow valley. The crest of the long scallops of the hills are outlined by the ragged tops of the pines and the pointed tops of the hemlocks, which, like a picket fence, shut us in from the great world outside, or "over the river," as they say here.

I have been "up the road" to call on prospective "kinders" and tell them kindergarten will open Monday. The mothers all appreciate what the kindergarten stands for—for faithful work has been done by one whom illness prevents from being here this year. In every home I hear loving expressions of regard for her.

THURSDAY, SEPTEMBER 11.—I can't realize we have only had four days together—the children and I—for everything has moved along so smoothly as if we had played together for months.

The children are the same as other children—some active—very much so—some passive. I have types of various kinds and degrees of disposition, temperament and health. City and woods play but small part in these classifications, even health. Much to my surprise, I have two little children as puny as any settlement kindergarten contains. The first morning Edith was helping dust, when she called: "Come, see the spider's nest," and there it was in a corner of the window. We decided we would let it stay where it was and watch it. The babies are out now, crawling about. Snakes came up for discussion in stringing beads. With one accord the children called them snakes. "I've got a rattlesnake, it's got 'leven rattles," counting the little spheres put on at the end. "Mine's a copperhead." "Huh! he only made a garter snake," to one of the three-year-olds. "I've killed snakes, but they weren't very big ones. Joe and I can skin 'em, too." It was funny to hear them, for they all handle freely the grass and garter varieties.

From our window we see the mills and hear them, too, for our room is over "the store" and postoffice, and we can see and hear all that goes on in the town, for we are in the heart of it all.

WEDNESDAY, SEPTEMBER 17.—It has seemed too dangerous to the mothers of the children who live "up the road" to let them come alone past "The Narrows," the place along the road where the water is quite deep and just at that point comes close to the road. The water is full of logs—very tempting to "see if you could get across" by jumping from log to log. So, I am to go the half a mile to Pearl's home and escort the group of eight who live near there. At noon I take them back, then take little Leslie to his house across the railroad trestle, which spans the beautiful stream. The first time I went over the fifty feet of it my senses felt very queer before we were half over, for part of the way we have to step from tie to tie; but the little feet at my side unconsciously hopped along and I could do no less. However, there are to be some boards put across for a walk.

The games go with a zest delightful to participate in—the actual physical games, all but one enter into heartily—while the sense games are hailed with joy and in them the children are remarkably keen and alert. "Sense hunger" has a new meaning now for me to think about.

FRIDAY, SEPTEMBER 19.—Our morning walks to and from Kindergarten are delightful. There is one hemlock tree a short distance up the hill that is all entwined with a crimson woodbine—just at the turn of the creek a beech all in gold, while the variations of the maples and oaks are wonderful. There are beautiful reflections, too, when hills and trees are "all upside down," and "standing on their heads" are the men poling the logs. Here we never fail to stand and watch awhile, the logs come down from the hills above on the railroad and to see as we did today the great hemlock logs thirty to forty feet long being unloaded from the flat cars—three men with long levers used all their strength to start them on to the incline—but only to start them, then they roll down with a deafening crash into the water, splashing the water far and wide. Once in the water it is easy for one man to guide them to the inclined plane and the endless chain pulls them up to where the big saws are waiting to make them into useful shape—perhaps build a bridge or dock or into boards for a house. We can see the whole cycle right in this little place, for just opposite the new offices are being built and a new bridge near the homes of some of the little people who live close by the beautiful stream.

TUESDAY, SEPTEMBER 23.—In Kindergarten I suppose we do about the same as other folks do, only perhaps as my group is small we do them in a very homely fashion. Gift work is interesting—such mills and loading of cars as we have—such a store—and so thru all the experiences. Soldiers, procession, parade have no meaning and excite only a faint interest. Horses, squirrels, birds and grasshoppers, at the mention of them we have them right then and there.

The entrance to "The Offices" is thru the rear end of our kindergarten room, and there is much passing to and fro, which, as there is a partial partition, does not trouble us seriously, and it has many compensations, for when the door is opened, some one comes in and then a little voice calls out in delighted surprise: "Why, there's my papa! Hello, papa!" Papa nods, smiles at the little group and passes on, and as he does I hear in earnest tones, "My papa is a blacksmith and he can do anything. You can't think of a thing he can't do." The delight of all of course is making something, and very deftly the little fingers work, and such high value do they place on their work and on each other's work. Regard for property is well developed in all of them.

On our way to Kindergarten after we pass one mill we take a short cut thru the lumber yards. This "alley" is between the rear ends of the piles and the boards project unevenly. Some, but only some, are "bouncers." A bouncer is "one that you can sit on and joggle up and down." When we get to the piles there is a rush. "Fordie's got a big bouncer," says the quiet one who walks by me, and there is Ford, the sturdy little fellow, gleefully bouncing and others less venturesome just bobbing up and down. The maternal slipper produces the identical sensations; but with what different emotions is it greeted.

FRIDAY, SEPTEMBER 26.—Today the clouds threatened rain, so I dismissed early to get the wee people home before the rain came. We scampered thru the lumber yard and out on the road, when, alas, the rain began, and to keep seven dry under two umbrellas was a problem when the path demanded single file if any progress was to be made homeward. But along on the seldom traveled road came a wagon loaded with bags of grain. I hailed the driver and we clambered up and had a jolly ride. My heart was glad the wheels were in the mud and not the small feet.

The children, some of them, use mud at home and make with that material the things we do in Kindergarten with clay. Today the children made whatever they chose. Edith made "kids", some resemblance to body, legs and arms—a head but no features. On the head, however, a true millinery creation—a broad-brimmed hat, feathers, bows, flowers, etc., one of the funniest things I ever saw in any Kindergarten. And Edith I have never seen with a hat on—the children who live near come without.

The boys went in for squirrels and snakes, and fine ones we had. "Mine's a red squirrel and this is its nest, and here are the baby squirrels." The body and tails were good, the head not so good, and only two legs. Snakes there were, too. Snake skins, snakes coiled to spring, snakes in full retreat—very realistic, indeed.

MONDAY, OCTOBER 1.—Their interest in stories is great. "It's story time. Come, hurry up, Clare," calls Mary. "Oh, tell us," and then follows the choice of each one. Three-year-old Anson always wants the "Bear Story," the classic of all children. Joe is skeptical of this, "'Cause I been in the woods lots and lots and I never saw a house like that." Frank, too, has doubts, "'Cause she *could* find it if she looked for the path."

I told the story last week of the "Little Red Hen and the Grain of Wheat." A day or so after, while we were all busy at the table, Clare spoke up: "Say, Joe, don't you think that little red hen was selfish?" Joe is not sure but "guesses she was a little," but justifies her, however. Clare—"Joe, don't you think you was selfish about your knife that day, you know?" Joe—"Well, I guess I was some—not much." Clare—"Well, I think you was." Joe seems convinced he was and an agreement is made with Joe to lend his knife.

Frank and the others also tell stories. Frank always prefaces his with the formula, "Once when I was 'bout two years old," and then follows a queer jumble of all sorts, the one aim seeming to be to outdo everybody else. Dear child, he will have to learn that he can't always be first in everything. It is hard for him to give way in anything.

Each one has his problems to work out and I am here to help them do it. With all the messages every bit of this blessed God's out-of-doors tells on every hand to my soul I ought to help them unconsciously to hear the "something greater than itself" which each thing sings in its own way.

IDEALS OF NEW YORK KINDERGARTEN CHILDREN.

EARL BARNES.

“**W**HY do people go on living?” Tolstoi inquires in one of his best known short stories; and his reply is “Because they love.” Love is truly the mainspring of life; and it is also the greatest of forces in forming character, for what we love that we become. It is true that our ideals may not be the same things as our deepest loves, for our ideals are ideas embodying what we admire and what our judgment approves, and so they may be either narrower or wider than our loves. And yet love must always be a large factor in admiration, and with little children it must be the main factor; hence in discussing ideals we are discussing the forces that most powerfully shape human lives.

In America and in England during the past few years children have written thousands of brief compositions in answer to the question, “What person whom you have known or of whom you have heard or read would you most wish to be like, and why?” These replies have been massed, classified, analyzed and interpreted until certain general stages in the growth of the ideals of elementary school children have been pretty well established.*

In this study, as in all other inductive studies, the youngest children will doubtless represent the most elemental and hence the most interesting stages in growth; and yet hitherto no study has been made on the ideals of children under seven or eight years old. This is doubtless because of the difficulties that confront us in studying young children. The fact that they cannot write make it necessary for the teacher to collect and write down the answers, one by one. This work costs time and effort; and one in charge

*The principal contributions to the subject have been: *A Study of Children's Ideals*. By Estelle Darrah Dyke. In *Popular Science Monthly*. May, 1898. Vol. 53, p. 92. *Children's Ideals*. By Earl Barnes. In *Pedagogical Seminary*. April, 1900. Vol. 7, p. 3. *School Children's Ideals*. By Catherine I. Dodd. In *National Review*. Vol. 24, p. 875. *Negative Ideals*. By Henry H. Goddard, and *A Type Study on Ideals*. A series of ten papers. Both in Barnes' *Studies in Education*, second series. *The Evolution of Ideals*. By Will Grant Chambers. In the current number of the *Pedagogical Seminary*. March, 1903. vol. X, pp. 101-143, gathers up the results of earlier studies and gives a full bibliography.

of little children has neither to spare. Even if time is found to collect and record the answers there is great danger that the teacher or the other children will unconsciously suggest an answer or modify the answer that the child would naturally make.

In addition to these difficulties it is sometimes said that kindergartners have a settled scheme of knowledge and are unfitted by belief and practice for carrying out inductive studies. It is doubtless true that some of the best accredited leaders of the kindergarten world use deductive rather than inductive methods of study; but, personally, I have always found my most helpful fellow students among kindergartners; and one of the most valuable inductive studies so far made in America was carried out by kindergartners using this method of oral examination.*

During the past winter the Child Study Committee of the Association of Public School Kindergartners of Manhattan and the Bronx decided to collect data for the study of ideals in kindergartens. It sent out a circular asking its members to help in the study by filling up accompanying blanks for each child, being careful not to personally bias his opinion nor to allow him to overhear the other children. The blank forms were four inches square, printed on stiff white paper, as follows:

CHILDREN'S IDEALS.	
<i>Sex</i>	<i>Age</i>
<i>Nationality of Parents</i>	
<i>Whom would you wish to be like?</i>	
.....	
<i>Why?</i>	

Even with two thousand of these convenient and attractive blanks, and with a very active committee to circulate them, it was

**Contents of Children's Minds on Entering School.* By G. Stanley Hall. In *Pedagogical Seminary*. June, 1891. Vol. I. p. 127.

not easy to get them filled up; and but 766 were finally collected. The children examined were from public kindergartens in various parts of New York, and represented about equally the residents in crowded tenement districts and the comfortable middle classes.

The papers were classified, analyzed and worked up by a Saturday morning class of teachers in the New York Normal College; and they were also worked over independently by Miss L. A. Palmer and by myself, so that the conclusions have been well sifted.

There were 420 papers by boys and 346 papers by girls. Unfortunately, these children are not well distributed by ages, there being but 23 four-year-olds, 586 five-year-olds and 147 six-year-olds. Under these conditions we cannot hope to show the changes due to advancing years.

When we began to examine the data we found that many of the children, while they said something connected with and suggested by the question, did not answer the question. The following table shows the principal classes of these indirect answers and the percentages of each based on the total 766 answers received:

	Boys.	Girls.	Average.
No answer, or very vague.....	3%	2%	2.5%
Want to be like no one.....	1%	2%	1.5%
Want to be grown up.....	6%	4%	5%
Some calling chosen.....	19%	10%	14.5%
Want to be myself.....	1%	1%	1%
Want to be some animal.....	3%	0%	1.5%
	— —	— —	— —
Total	33%	19%	26%

In all similar studies we find many of the little children incapable of following even the simplest directions. Their endless activity, their fragmentary attention and their weak sense of language made them in this case turn aside from our simple question and forget the person asked for in the presence of their own vague general desires. The boys are twice as prone to not answer at all or to wander away as are the girls, and in this respect this study agrees with all those made on older children. This may mean that the boys are more scatter-brained than girls, or it may mean that they are more individual, more active, and hence less obedient to directions.

The 5 per cent of the children who confine themselves to the statement that they want to be grown up simply emphasize what most of the other children imply. Seventy-five per cent of these little ones who make a choice choose some adult as their ideal, and earlier studies show about 95 per cent of elementary school children making choice of grown-up ideals. In the study made by Miss Mary Louch she found English children often looking with dislike upon the position of grown-ups*; but in America even kindergarten children are straining towards their future estate.

In working with similar data I have frequently been told by my fellow students that "Many of the children say they want to be themselves"; and the feeling is strong in the student that there are many of these children and that this shows that they have a great sense of personal integrity. Careful analysis shows that only one child in a hundred makes this remark. This is not the only case where general impressions of teachers and parents have been based on single observations agreeing with their own preconceived notions, having all the force in the mind of real inductions. Quantitative studies, like the present one, are indispensable for correcting these impressions.

The remaining 564 children chose some person as their ideal. and their choices fall naturally into two groups, acquaintances and characters chosen from public life. The distribution of the acquaintances is as follows, the percentages being reckoned on the 564 children who chose a person:

	Boys.	Girls.	Total.
Father	32%	4%	18%
Mother	10%	30%	20%
Other relatives.....	10%	10%	10%
Total relatives.....	52%	44%	48%
Teacher	11%	22%	16.5%
Schoolmate	24%	26%	25%
Other acquaintances.....	4%	2%	3%
Total acquaintances.....	91%	94%	92.7%

After dealing much with elementary school children, who so largely choose their ideals from characters in books, one is startled on coming to these kindergarten children to see how largely they

**Differences between Children and Grown up People, from the Child's Point of View.* By Mary Louch. Cheltenham, 1897, pp. 28.

choose the characters from those who walk about with them in their homes and in their schools. Half the kindergarten children's ideals are chosen from their relatives, and one-third are their parents. One-sixth of them chose their teacher and one-quarter their school-mates. When we remember that in studies on elementary school children we find that about 4 to 7 per cent chose parents and not more than 4 per cent chose school associates, we realize how widely different is the culture material which must be used in the two kinds of schools. With little children the home and the school together constitute the universe. If the home is squalid and unhappy and the school ineffective the little one must suffer spiritual starvation. In the things of the spirit he must be fain to stuff his belly with the husks which he finds in the street. As in all earlier studies, the girls choose more acquaintance ideals than do their brothers; but with the exception of boys choosing fathers while girls choose mothers, the range of choice made by the two sexes is much the same.

The second group, those choosing some character from public life, is made up of the following classes:

	Boys.	Girls.	Total.
Character from Romance.....	3.5%	4%	3.5%
Men and Women in Public Life.....	2.5%	2%	2.5%
Deity	3%	.5%	2%
Total Character from Public Life.....	9%	6.5%	8%

The characters chosen from romance by girls are: Santa Claus, 4; fairies, 1, and angels, 6. By boys: Santa Claus, 7; fairies, 5. Deity is chosen by 10 boys and 1 girl. These characters are so intimately treated that it would probably be truer to the spirit of our classification to call them acquaintance ideals rather than ideals representing the outer world. If so treated, these choices would raise the acquaintance ideals to 97.5 per cent for boys and 98 per cent for girls. Of the 14 characters clearly belonging to public life 7 are chosen by boys and 7 by girls. Of the boys' choices 1 is for George Washington, 3 for President Roosevelt and 3 for McKinley; of the girls', 5 are Washington choices, 1 is Lincoln and 1 McKinley. This group, so infinitesimally small here, will furnish 50 per cent of the choices when these children are six years older. Even this 2 per cent of choices is probably largely artificial and accidental.

judging from the reasons given. The children say they want to be like Washington "because he has a gun"; or like McKinley "because he was good." A child's subjective world is as small as his objective world, even when he is old enough to come to the kindergarten.

In our earlier studies on this subject we have found very few American boys from eight to fourteen years old selecting women as their ideals, while on the other hand about half the girls chose male ideals. In this study 18 per cent of the boys chose women and girls as ideals, while but 5 per cent of the girls chose males, thus reversing the conditions which prevail later in life. We might naturally expect this, since both little boys and girls are almost entirely under the care of women, and they chose nearly all their ideals from their acquaintances. Still, even here, the fact that 82 per cent of boys and 95 per cent of girls choose their own sex as their ideal shows that some dim sense of sex fitness is at work in children's minds even when they are from four to six years old, and that it has been more awakened in girls than in boys. Even very little girls are often exhorted by elders to remember that they are little girls. At the same time the fact that of the 67 boys who choose schoolmate ideals 19, or 29 per cent, chose girls shows that the sex consciousness so commonly seen in the elementary school has not yet become dominant. Undoubtedly the perfect equality of the two sexes in the kindergarten does much to prevent the premature development of boy and girl consciousness.

The children who answered this question represented most of the nationalities of the civilized world. The more important groups are shown in this table:

	Boys.	Girls.	Total.	Per Cent.
American	81	113	194	25
German.	119	97	215	28
Hebrew.	59	48	107	14
Italian	31	30	61	9
Irish	65	61	126	16
Miscellaneous	34	29	63	8

These figures are, of course, not strictly reliable. In the first place, the teacher who filled in the blanks could not determine the nationality exactly; and in indicating it roughly they had to neglect differences of nationality between father and mother; still they

probably gave the prevailing national atmosphere of the home. In the second place, Hebrews were often reckoned as Germans, and the statements that follow concerning the Hebrews must be taken as applying mainly to Jews from eastern Europe. Negroes are counted as Americans, but there were very few of these; the miscellaneous group is largely Bohemian and Slavic.

Even allowing these large discounts, the table remains startling; and yet it but expresses the general condition of our national metropolis, and nearly all American education has to deal with the most mixed national qualities ever brought together in common schools.

If one studies the ideals chosen by the different nationalities, certain interesting differences appear, though the data will not warrant any final conclusions. Those who instead of choosing a person say they want to be grown up are distributed as follows:

8% of the Americans.	0% of the Italians.
6% of the Germans.	5% of the Irish.
5% of the Hebrews.	

This evidence, so far as it goes, bears out the general belief that American children struggle away from their childhood more rapidly than do the children of any other nationalities.

In the group of those who choose some calling instead of naming some person we have:

10% of the Americans.	12% of the Italians.
17% of the Germans.	16% of the Irish.
16% of the Hebrews.	

In a study on children of the laboring classes and those of the so-called superior classes in England, it has been conclusively shown that the children of the so-called lower classes have their attention much more closely fixed on future vocation than have those of the freer classes.* The children of American parentage, even in the social layers that attend these kindergartens, probably do not feel the struggle for mere existence so strongly as do the children of the European immigrants, and hence their attention is not so early turned towards their life's work.

The percentages of each nationality choosing father, mother or other relative as an ideal are:

*A Study in Children's Social Environment. By Sarah Young. In Barnes' Studies in Education, Second Series, p. 132.

	Father Chosen.	Mother.	Any Relative.
American	17%	10%	38%
German	13%	15%	36%
Hebrew.	12%	9%	25%
Italian.	11%	21%	33%
Irish.	10%	19%	36%

These figures do not bear out the belief usually held that the Hebrews are clannish; and it gives to the Americans the largest group of children who seek ideals within the group of relatives. It is interesting, too, that the American father is nearly twice as strong an ideal as the mother, while with the Irish and the Italian children the order is reversed. The American father is doubtless the most devoted and indulgent father in the world, and the Irish and Italian women lavish themselves on their offspring. Personally I cannot help feeling that the figures in this table represent national conditions of widespread applicability.

If we look now to the school as an immediate source of ideals we find interesting results:

	Teacher Chosen.	Schoolmate Chosen.
American	10%	14%
German	13%	16%
Hebrew	17%	23%
Italian	15%	28%
Irish	10%	18%

It is to the Hebrew and the Italian that the school means most, just as it was these groups to whom the home meant least. The American child needs the school least, at least he takes least from it, and the Irish need is about the same, judging by the choices made. With the Italian and Hebrew children, on the other hand, the school need is very great, judging by the same standard. One of my fellow-students has suggested that the Italian and Hebrew parents train their children to respect the school and thus determine their ideals; but if this were so the choice of ideals should gather around the teachers rather than around schoolmates. It seems to me truer to say that the school must supplement the home, and when the home is bare and weak the school will be doubly needed.

Most of the characters chosen from romance are chosen by

American children, and most of the animal choices are made by them. These facts point to a livelier imagination and to a freer attitude of mind in the American children than in the foreign born; and this again agrees with English studies of children of different social classes. Freedom of fancy rises with freedom from excessive poverty, even in early childhood.

Even an adult finds it difficult to give good reasons for his admirations, and so we cannot expect to learn much from the children's answers to the question: "Why?" The results are, however, worth examining.

Of the 766 children questioned, 18 per cent of the boys and 18 per cent of the girls give no reasons for their choices, or else their reasons are so vague as to be meaningless. Such reasons are: "I want to be a German lady because we are German"; "I want to be like Walter, because I see him in the street when I play"; or, "Papa, because," or "Helen, my mother knows her." There are four or five of the 766 children examined who do so truly express the child's vague feeling of groping about in his mind for reasons that their answers startle the adult reader. This is the case with the girl of five who says, "My mama, because I feel like it." Another replies, "My teacher, because it's better than anything else I can think of"; and a third says, "Anna, because she sits near me." These answers, however, comprise less than 1 per cent of those collected.

The reason most commonly given for the choice made is that it would bring desirable activity of some sort. Forty-three per cent of the boys and 27 per cent of the girls who give an intelligible answer state explicitly that this is their reason, while many more whose answers have been gathered under other headings seem to have had this idea in mind. One cannot read these papers without realizing anew that activity is the first law of childhood. Only one child in the seven hundred makes a choice because of the ease it would give. He says, "I want to be like grandpa, because he don't have to work hard." One feels that this child is reflecting some family remark rather than expressing his own feeling, so universal is the desire of all the other children to do. Even the most unpromising work allures these little ones. They say, "I want to be like mama, because I like to wash the dishes and sweep and

wash the dresses and scrub the floor." "Mother, she works." "Workman, they mend the holes in the street." "Ashman, because he works." "Letter carrier; he can get letters out of the boxes and carry them to the houses." "Soldier; he could go on the ship and fight." "Carpenter, because he saws wood." "Roosevelt; I want to hunt lions."

The reasons for most of the animal choices fall in this group. "I want to be a seal, because then I could flop in the water and do anything I please and not wear any clothes." "Pussy, she can play all the time and does not have to go to bed." "Bird, because I could fly up in the sky." "A cow, because he gives milk." "Dog, because he can bark." "Horse, because he can pull." The activity and freedom of the animal world must always appeal powerfully to children.

Some of these activity reasons are not such as adults would expect. "I would like to be like Santa Claus to go around and creep into people's houses." "A policeman, so I could arrest folks; but I would rather be a prison policeman, so I could hang folks." "Mama, because I like to spank little girls when they are bad." A girl of five reaches the climax in this class when she declares, "I would like to be a boy so I could swear." There are but five or six of these answers in all the hundreds examined; and in considering them as accidents we shall probably be nearer the truth than if we consider them as precocity or as smartness.

Activities are far more desirable than possessions, judging by the children's answers, the possessions being given by but 18 per cent of the boys and 8 per cent of the girls. The things desired vary from wanting to be like other children because of their names Louise and Arthur being especially desired, to wanting to be like a judge "because he takes money off drunken men." Mothers are envied "because they can have boys and girls like us"; "angels because they have wings"; and God "because he owns everything" and "he makes everything and he can have lots of ice cream." George Washington appeals to a boy as ideal "because he has a gun"; Philip because "he has a sword"; a fireman "because he has horses", and a policeman "because of his suit." Three very child-like answers are the following: "Mary, her mother gives her a penny when she goes to the store"; Lawrence, he has two cents in

his pocket"; and "Libby, she has a baby at her house." All these possessions are primarily means to activity rather than merely things to have and to keep; they are thoroly childlike desires, for they **are things that pass with the using.**

A child's world gathers about himself, and I was surprised to find even 3 per cent of the girls and 1 per cent of the boys giving reasons that were altruistic or at least altruistic in form. They say they want to be fairies, so that they could give people things they want; God, so as "to give food to people and to take care of mother, auntie and Rita"; a goat, "because I could give them a ride"; and a "strong man; I want to pull my sister in a wagon."

The vague statements that the person is chosen because he "is good to me," or "because I like him" is submitted by 26 per cent of the boys and 42 per cent of the girls. Some of these answers doubtless represent a confused understanding of the test where the word "like" is used. And yet the reason is a good one. "What we love, that we become"; and all our ideals are chosen because we like them. It is certainly significant here that there are eight times as many children who declare themselves influenced by liking as there are those who say their choice is due to being liked. Little children, at least, are outgoing in their affections. "I want to be like papa," says a boy of five, "because I love him; sometimes I takes his shoes off at night." Rarely do they say with the little girl of five "I want to be like Walter, because he likes me"; or, like a boy of five, "Bunny, because everyone likes the bunny." Little children love to love, rather than to be loved. Possibly some of us change in this respect as we grow older.

Eight per cent of the boys and 20 per cent of the girls say they have chosen as they have because they admire the qualities of the person selected, generally naming moral qualities. "I want to be like my mother, because she is smart." Like my teacher, "because she is nice." "Like Charles, because he is a good boy." The papers in this class are the most perfunctory of all those examined. Qualities are too immaterial, too subjective and static to appeal strongly to young children. The moral qualities of any helpful agent are comparatively unimportant, so long as what he does and what he has appeal to the child. The child is not immoral, but unmoral. This is why he loves the stories from Jack the Giant

Killer and Bluebeard, Sixteen String Jack and Comanche Jake. His virtues are the biological, not the social virtues.

There are very few miscellaneous reasons left to consider; but there are two or three which emphasize points already brought out. For instance, one girl of five says she wants to be like George Washington because "everyone knows about him and talks about him." This is the only child in nearly eight hundred who in any way refers to fame or reputation or notoriety as a desirable thing to have. The child's equivalent for these things is found in the love, the liking and the admiration of concrete individuals in his immediate group of acquaintances. A boy of five says he would like to be a fireman "because he could stay out nights," but there are no other answers which indicate a spirit of rebellion against home and school. Little children fear the big world and turn so instinctively to home and friends for refuge that longing for general freedom comes to most of them only with full boyhood and girlhood, or still more, at puberty.

From this study on the children's reasons we can safely say: Actions that can be repeated, things that can be seen and used, services and love that can be felt and enjoyed—these appeal to children from four to six years old. They like to love far better than to be loved, and their thought mainly stops with themselves; altruism belonging to later times. Moral or intellectual qualities are too subjective and immaterial to appeal strongly to children at these ages. The same is true of fame and reputation. The child has no clear sense of the larger social group and of its verdicts which make social approbation so dear to adults.

The conclusions to be drawn from this study are not final, but they are probably along right lines for kindergarten children from four to six years old:

One-quarter of the children do not grasp even as simple a question as the one submitted, but instead they answer something else that rises in their minds. This is indicative of the active fragmentariness, weak attention and poor command of language in such children.

Of the children who do answer the question, 92.5 per cent of the children (97.5 per cent if we limit the classification more narrowly) name some acquaintance as their ideal, and nearly all

the people chosen are in the children's homes or in the schools. Thru the long ages of our history we have been gathering up the excellencies of individual men, and of groups of men, and we have preserved the results of our selections in stories, literature, history and classics. Later on, this material will furnish most of the ideals for the elementary grades. In the kindergarten, however, we must still take our ideals out of life itself. The accumulated worth of mankind, largely preserved in books and in tradition, is not yet available for education.

We have found the little girls more conscientious than the boys in details. Should boys, then, be given more exercise in following explicit directions; or, should girls be encouraged to assert individuality; or, should each sex be trained in the lines of its own excellence? This study does not answer these questions.

Sex consciousness, which makes boys and girls afraid to openly admire each other, is almost absent in these kindergarten children. It would be interesting to inquire when this consciousness, which is so noticeable with elementary school children, begins to appear, and whether its appearance is entirely due to organic development or is, instead, partly due to unwise separations, and to well-meant suggestions from sex-conscious adults.

When Deity and the angels appear in these papers they appear as men. A little child thinks of spirits only when he is anthropomorphized them.

One is impressed with the national mixture he finds in these schools, and we seem justified in saying that American and German children are most aggressive; that American fathers are more attractive than any others, while Italian and Irish children cling to the mothers. The Hebrews and Italians find more ideals in the school than do the other nationalities examined; that is, the school means most to them. Should the kindergarten lay greater stress on the homes in these cases, seeking to idealize them; or, since the conditions there are not ideal and, not flexible, would it be wiser to throw the strength on the schools building up independent ideals there? Of the national groups examined, the Americans are most imaginative; should we not make a great effort to carry imaginative and fanciful work into the lives of the children of the masses? These conclusions on nationality are probably the least trustworthy

of those made in this study, but they may serve as lines for future investigation.

In their reasons the children give vague liking for the people chosen (our admirations are born out of our loves); they turn to desirable activities or to possessions that give opportunity to do things; and the choice is almost always personal and therefore healthily selfish. Moral qualities attract but little. Evidently stories intended to elevate moral feeling should say little of morals directly, but instead keep the morals in the concrete. All of which says that children are active, self-centered and attracted by vague likings.

Since children are so strongly attracted by activities and possessions shall we draw up ideals in these trappings, creating knights and the like, and bring them before children? If so, they should be frankly human, with real names and with genuine actions. The Pre-Raphaelite brotherhood, with action suspended between desire and question, has no place in this age of the world.

As to the use of such a study as this, each must judge for himself. I believe no unfortunate self-consciousness was awakened in the children examined, but that it did them good to answer the question. I feel sure it helped the thoughtful kindergartners who collected the data, by giving them at least a superficial inventory of stock in hand. It certainly helped the class which worked over the returns; and it helped the two people who worked the papers thru individually, because it brought us face to face with a mass of raw material which we had to value and classify. The returns themselves have some value in extending studies already made into ages not previously examined; and in stating anew some of the most fundamental truths of childhood.

Such studies as this should be repeated in all the cities of the country where there are kindergartners. But the truth reached are not only for kindergartners, they are for all who are interested in children. College men and sociologists should have the same interest in such studies that chemists have in the study of chemical elements; and parents should find practical suggestions in every such study. Such work makes the best of material for discussions in mothers' meetings, rich or poor.

By multiplying observations on different groups of children, some representing well-to-do classes, others slum dwellers: some

drawn from American families; others from foreign groups; some taught by conservative and others by radical methods, we shall be able to rise to larger and larger generalizations, of real value to our work. At the same time individual children should be studied intensively along the same line for some years as opportunity offers. It is the combination of these two kinds of work which will some day give us a science of education.

TOMMY'S TIN TURNOUT.

MARY M'NABB JOHNSTON.

A pair of small, gay, prancing ponies,
So graceful, so wondrously fleet,
Harnessed up to the funniest carriage
Like a flash swept across the broad street.

The carriage was made of a pie-pan,
Precisely twelve inches in length,
The reins were a much-knotted kite cord—
A marvel of beauty and strength.

The seat was an old, empty peach can,
(It once held a quart of the fruit)
'Twas turned upside down in a manner
The driver's convenience to suit.

The ponies were rollicking urchins,
Enjoying the fun, I am sure;
And a brave lad of six was the driver
Who sat on the fruit can secure.

But how did that child keep his balance?
Do you know? Can you even suppose?
Ah, that is one more of the secrets
That only a little boy knows.

THE WHITE KNIGHT.*

RUTH KIMBALL GARDINER.

A great many years ago, in the time which is known as the Days of Chivalry, there lived a King in Far Away Land who was called William the Good. There is nothing about him in any of the histories, for the grown-up people have forgotten him, and only the children speak of him when they play a game and sing a song which begins:

King William was King James' son,
And from a royal race he sprung;
Upon his breast he wore a star
Which points away to the ocean far.

King William was the kindest and bravest gentleman in all the land, and the fathers and mothers far and near wanted so much to have their sons grow up to be like him, that many of them sent their boys to live at his court.

Among the boys who lived at the palace, there was one, however, who had neither father nor mother. His name was Tom Stout, and he had come to live in the King's castle when he was only seven years old. At first he was called a page, and served the Queen and her ladies, running errands, waiting at table, singing songs and learning to be polite, gentle and obedient.

When he was fourteen years old, the King made him a squire, and from that time forth it was his duty to serve the knights, learning all the things a true knight needs to know—to be fearless, to speak the truth, to defend the right, to be kind to the weak, and to protect the helpless.

There were many squires at King William's court when Tom first went there, but one after another they rode forth from the castle gates and performed such noble deeds that the King made them knights and gave them the golden spurs and white mantle of knighthood.

*Reprinted here thru the courtesy of the publisher, Zimmerman's, N. Y. This story is one of twelve tales which make up the volume of *Happy Far-Away Land*, by Ruth Kimball Gardiner, especially illustrated by Howard Smith.

At last there were no squires left but Tom and another who was named Alberic. Alberic was a very proud and haughty boy and was always boasting of the mighty deeds he meant to do when the King should send him out to prove himself worthy to be a knight—the fierce dragons he was to slay, the lovely maidens he was to rescue from all manner of dangers, and the robbers he was to capture. He was always saying that he meant to be the King's favorite and bravest knight, and to sit always at his right hand. Tom always listened to what Alberic had to say, for he was a very polite boy, but he never spoke of what he meant to do, though he said to himself that he would be content if only he might be the King's lowliest knight, for there was not one among all the knights who was not brave and honest and true.

One day King William called Tom and Alberic to him:

"To-morrow, my squires," said he, "you shall ride forth on your quest to do worthy deeds. At sunrise take horse at the castle gates and set out along the highway. There shall you find noble deeds and plenty. At sunset, ride back, and I with my knights shall judge whether you have proved yourselves worthy of the golden spurs and the white mantle."

So next morning, just as the sun was peeping over the eastern hills, Tom and Alberic rode forth from the castle gates on their quest. Alberic was richly dressed in crimson silk, and his bridle was bound with a golden cord. His horse was a fine charger, that danced and pranced along the way. Tom wore only his old suit of gray homespun, which was all he had, for he was very poor. His horse was only a little gray pony, but so well had he fed it, that its coat shone like satin, and it trotted almost as fast as Alberic's charger. His bridle was old and worn, but he had really no need of a bridle at all, for his pony knew his voice, and loved him so well that it trotted or galloped, or stood still, just as he bade.

"Why do you ride that little pony?" asked Alberic, as they rode along. "You will have no chance with him to do noble deeds. I shall always spur ahead with my fine charger, and I shall have finished what there is to do before you come up. Oh, I shall do great things for the King to-day! Why did you not borrow a better horse to ride forth on? The King's hostler would have loaned you a charger if you had given him that pony to hire to the ladies."

"I would not ride any horse but my own to-day," answered

Tom, "and I shall never hire my pony to any one. I loaned him to a lady and she was not kind to him. So, since then I care for him myself, and if there are great deeds for me to do, I am sure I shall do as well on my dear pony as on any horse in the King's stable."

And Tom began to sing a song he had made:

I had a little pony,
His name was Dapple-Gray;
I lent him to a lady,
To ride a mile away.
She whipped him, she lashed him,
She rode him thru the mire;
I would not lend my pony now,
For all the ladies' hire.

"Hark!" said he, when he had finished his song. "What sound is that?"

And he stopped Dapple-Gray to listen.

"Oh, that is only some bird in distress crying over there in the thicket," answered Alberic. "Come, let us ride on. I, at least, have great deeds to do, and must spur on, for I have no time to waste."

But the poor bird cried so bitterly that Tom could not bear to ride away without trying to help it, so he sprang from his saddle and pushed his way into the thicket. There he saw a little bird which had caught its foot in a snare and could **not free itself**. Tom knelt down and unfastened the cruel trap so carefully that the little bird's foot was scarcely bruised, and it flew away, singing merrily.

Alberic was almost out of sight along the dusty highway when Tom mounted Dapple-Gray again, but Tom put his pony to a gallop and soon overtook him.

They rode on together for some time, Alberic still talking of the great deeds he would do before sunset, till a girl ran out in the road, ringing a bell to attract attention, and with sobs and tears begged them to come and save her grandmother's cat, which her naughty brother had thrown into the well. Alberic laughed, and putting spurs to his charger rode on, calling back over his shoulder that he had no time to waste on useless cats, for there were dragons for him to slay, and robbers for him to capture, and mighty deeds for him to do in the King's name.

"You'll never be a knight if you waste your time like that," said he.

Tom wanted to do great deeds just as much as Alberic did, but he was too kind-hearted to let even a cat suffer, so he turned Dapple-Gray into a lane, and rode as fast as he could in a direction the little girl pointed out to him. At the end of the lane he came to a farmyard, where several frightened looking little girls and boys stood about a well. Tom looked in and saw, down in the water, a poor cat swimming about wildly and crying most piteously, while the cold water chilled her so that she could swim no longer, and, as there was no way for her to climb out, she must drown unless help came.

Quickly he seized the well-rope, and, wrapping it about one leg so that he should not slip down too fast, he slid down into the narrow well and managed to pick up the poor, frightened cat, though he was wet to the skin in doing so. Then he climbed up the rope, and after giving Dapple-Gray a drink, he rode away, wet as he was, for he said to himself that half the morning was gone already, and he had not done one great deed yet, so that he had not time to stay and dry his clothes.

As he rode along, the children ran after him as fast as they could, and before he was out of hearing they had made a song and were singing it, for in Far Away Land even the children can make songs—and that, too, very quickly. This is what they sang:

"Ding, dong, bell!
Pussy's in the well.
Who put her in?
Little Johnny Green.
Who pulled her out?
Big Tom Stout.
Oh! what a naughty boy was that,
To drown his grandma's pussy cat!
Who never did him any harm,
But caught the rats in grandpa's barn.

Alberic was nowhere to be seen when Tom reached the highway, and Tom thought it too hot to gallop Dapple-Gray, so he rode slowly along, his eyes wide open and his ears alert, for he wanted very much to meet with a chance to do a great deed in the name of the King.

He had not gone very far when he saw a great rough beam lying in the road. Cruel nails stood out from it, and Tom knew that if one of them should pierce a horse's foot, the poor horse would be lame for many a day. Dapple-Gray's bright eyes saw the beam and Dapple-Gray leaped over it, but Tom thought of the harm the nails might do to some horse whose eyes were not so sharp, and he said to himself that he must lift the beam out of the way. He sighed as he saw how high the sun was, and thought how much of the day was gone, and still no noble deed done, but he set bravely to work to lift the heavy beam. He was a long while about it, but at last he managed to push it into the ditch beside the road, where it could do no harm. Then, covered with dust, which stuck fast to his wet clothing, he mounted Dapple-Gray and joogged on once more.

The sun was now so high that his shadow fell straight to the north, and by that he knew that it was noon.

"Half the day gone," said he, "and I have done nothing worthy of a King's knight."

The words were scarcely out of his mouth, when he was forced to dismount again, for there by the side of the road sat a little girl, and she was crying bitterly. When Tom asked her what the trouble was, she answered that she had been to the village on an errand for her mother, and that on her way home she had tried to shorten her walk by going thru the woods, where she has lost her way.

"I am too tired to walk any farther," she said, "and I know my mother must already be much frightened because I have not come home. I do not know what to do."

"I will take you to your home, my little lady," said Tom, and lifting her in his strong arms he set her on Dapple-Gray's back. The little pony stood very quiet until she was seated firmly in the saddle, and then he walked on so gently and so carefully that the little girl laughed and clapped her hands with delight. Tom led him by the bridle, and together they walked thru the forest and back to the village, where the little girl was able to point out the way to her home. He set her down at her door, and without waiting to receive the thanks of her grateful mother, mounted his faithful pony and cantered back to the dusty highway.

The afternoon was now half gone, and still Tom had met with neither human dragon nor robbers. He felt that he had done noth-

ing to deserve the King's praise, but he hoped still for a chance to prove himself worthy of knighthood.

Once more he stopped, and this time to let Dapple-Gray nibble a little of the fresh grass which grew at the edge of the highway, for he could not think of letting his pony go hungry, even if he never became a knight.

As Dapple-Gray grazed, Tom noticed that someone had thrown sticks and stones into a little brook just above a little bridge under which the water ran. He saw that the sticks and stones had dammed up the stream so that it could not pass thru them, and that it was forming a pool which grew wider and deeper every moment. He knew that it would go on growing deeper and wider, till at last it would sweep sticks and stones away—with them the bridge too—so that the highway would be ruined, and people passing that way by night would be in danger of falling into the stream.

There was no one to help him, but he was young and strong, and before very long he had cleared the stream and the deep pool had vanished.

When he mounted his pony again, he saw that the sun was low in the west, and that he could not hope to do any great deed that day. He sighed, but he was of a merry heart, and soon he was singing as he rode.

"I could not be happy, even as the King's knight," he said to himself, "if I had let the little bird suffer, or the cat drown, or the child cry, and surely it was no waste of time to clear the King's highway of dangers; so, though I may not be a knight, I am not sorry for the way in which I have spent the day."

So he rode along, singing cheerily, till, rounding a bend in the road, he came upon Alberic, standing in the highway, and trying with kicks and blows to make his charger, which lay in the dust, rise again to its feet. Tom sprang down and ran to him.

"Do not beat the poor horse," he cried. "What is the matter? He seems worn out. Have you watered him and fed him to-day?"

"Of course I have not," said Alberic, angrily. "I had no time to waste in tending a horse. I had noble deeds to do, not horses to care for. I have slain a dreadful dragon, and now because this lazy horse will go no farther, I cannot reach the castle before sunset to tell the King what I have done, so I shall lose my knighthood."

So saying, he began to beat the horse again, but Tom made him

stand aside. Then, stooping down, Tom spoke kindly to the horse, and pulling gently at its bridle coaxed the poor, tired creature to rise. He led it to a spring near at hand and let drink of the cool fresh water while he gathered a hatful of grass. When the tired horse had drunk the water and had eaten the grass it seemed to feel much better, and rubbed its nose gratefully against Tom's shoulder.

"You cannot ride your charger again to-day," said Tom to Alberic. "You must walk to the castle."

"Walk!" cried Alberic. "Why, I should be all covered with dust if I were to walk, and a fine figure I would cut then. The horse must carry me, I say, or I shall beat him."

"He cannot carry you," said Tom, "but you need not walk, after all. I have slain no dragon, and I have no great deed to tell the King, so it will not matter, if I am late. I will walk and lead your horse, and you may ride Dapple-Gray, but you must take off your spurs and throw away your whip, for my pony must be treated kindly."

Alberic promised to ride slowly, and off he rode at once. Tom followed, leading the tired charger, and growing more and more dusty at every step.

The rim of the sun was just touching the trees on the western hills when he came in sight of the castle. He heard the bugles blow, and he saw the castle gates swing open. Out rode the King and all his court, in their finest dress, glittering with silver and gold, as if they were riding to meet a great noble, or a mighty king."

"They are coming to meet Alberic," thought Tom, "for he has slain a dragon. Well, at least Dapple-Gray shall bear a knight on his back once in his life."

But the King dismissed Alberic with a wave of his hand, and rode on. Tom saw him coming and took off his cap.

"What have you done, to-day, my squire?" called the King.

"Only little things, Your Majesty," answered Tom, sadly. "I have done no great deeds at all."

The King leaped down from his horse and drew his gleaming sword.

"Hail to the White Knight," called the heralds.

Tom looked all about him, but saw no knight. Then his eyes fell on his old gray garments, and he saw that as the sun shone on them the thick dust which covered them gleamed white in the light.

and he stood there, clad in a mantle as snowy as the King's very own. Wondering, he sank on one knee. The King touched him lightly on the shoulder with his sword.

"You shall be first among my knights hereafter," said he, "for you have this day done brave deeds indeed. You have given help to the helpless, and you have saved the King's highway. These things have you done, not for your own sake that you might win my favor, but for the sake of others. He who does the little act of kindness which lies near at hand, is greater far than he who rides far away to seek mighty deeds to do. Rise, Sir Knight—my white knight of the kindly heart—for the mantle and spurs of knighthood are yours."

And as Tom entered the castle gate at the King's right hand, the bugles played the merriest tune they knew, for the bravest and gentlest of all the King's knights had come back from his quest, victorious.

If I were told that I must die tomorrow,
That the next sun
Which sinks should bear one past all fear and sorrow
For any one,
All the fight fought, all the short journey through:
What should I do?

I do not think that I should shrink or falter,
But just go on,
Doing my work, nor change, nor seek to alter
Aught that is gone;
But rise and move and love and smile and pray
For one more day.

—*Susan Coolidge.*

A TWENTIETH CENTURY ROUND TABLE.

A department open to the informal discussion of questions of importance to all practically interested in the nurture of children, whether as kindergartner, parent, grade teacher, or Sunday-school teacher.

CHILD STUDY.

The statistical, questionnaire method of child-study has been the target of a criticism similar to that leveled at the systematized but effective method employed by the Charity Organization Society, but tho the means used in each case may seem cold-blooded that does not mean that they are either unnecessary or unsympathetic in the true sense of the word.

We hear of a surgeon whose mission is, presumably, to alleviate suffering, becoming so fascinated by the problems presented by a "beautiful case" that the healer became lost in the mere experimenter. So, in child-study, one may become so engrossed in the calculating observation of phenomena or in the collection of data as to lose sight of the child soul in the delight of making averages. Heart and mind should, of course, work together for the better understanding of child nature. The carefully collected data concerning the child's physical, mental, and moral make-up give us one viewpoint. The masterpiece of a Pierre Loti offers an equally important tho so different an illumination. In Thorndike's "Notes on Child-Study" we read:

In a class of thirty children from 6 to 8 years old, whose parents are not decidedly above the average in intelligence and care, a teacher may be reasonably sure of finding some scholar with a sense defect which hampers his work without his being fully or perhaps at all aware of it. Little children have been found with only 1-20 normal acuity of vision, who did not know that anything was the matter with their eyes. They naturally suppose that to everyone as to them the letters on the board are faint and blurred and hardly to be deciphered, and so they make no complaint.

However great might be the teacher's sympathy and understanding of child nature, her efficiency and her insight would be rather

increased by the knowledge that apparent stupidity might in many cases be traced to physical defects. How much of humiliation, disappointment and discouragement she might spare the little one!

The impressionistic picture which sets mind and heart aglow must be painted in accordance with certain laws governing art in general and material in particular. Powerful are as Gustave Doré's splendid paintings, they fail to represent the highest art, because he thought himself superior to learning the mechanical principles underlying drawing. The artist whose material is the human soul must study both it and its dwelling place, not only in individual cases, but in averages, if he would achieve highest results. The gardener must give his plant the proper physical environment if he wants them to blossom and to fruit.

Such books as Warner's *Study of Children* should be read in conjunction with those like Loti's "Story of a Child," D'Amicis' "Heart of a Boy," and Colonel Parker's eloquent pages. Heart and head should never be divorced.

THE PUBLIC LIBRARY IN SUNDAY SCHOOL.

Sam Walter Foss, librarian of the Somerville, Mass., public library, some time ago sent the following letter to the Protestant Sunday schools and Catholic churches in that city:

"The Somerville public library has now decided to supply books to all Sunday schools in Somerville which may desire such service. These books can be selected by any person or persons, designated by the respective Sunday schools, and can be retained for a period of one month. Any number desired up to one hundred may be so selected. No seven-day books can be selected for this service, and the library will retain the privilege of withholding any other books in great current demand: The Sunday schools must pay all express charges and be responsible for all damage done to the books.

"If your Sunday school should desire this service, the public library will be glad to render it at any time after this date.

"This letter is sent to the pastor of every church in Somerville."

In his last annual report Mr. Foss made the following suggestion: "If, as I believe, the distribution of its books is the most important function of the public library, I see no valid reason why books should not be circulated thro the Sunday school."

A NEW SCHOOL DRINKING FOUNTAIN.

Everybody remembers his own aversion in his school days to the old fashioned drinking cup. He never could feel that it was clean; it was frequently missing, more often badly damaged, and looked to be the dangerous article that it really was. Medical men recognized it as a source of disease, as a propagator of contagious disease and a general transmitter of germs. Various devices have been used to dispense with it. Some have advocated individual drinking cups, each child having its own, but it was often found that they were not properly cared for and were likely to become contaminated by the dirt of the school room, and were usually mislaid. Fond parents equipped their children with folding cups, believing that they would be carefully used, but the covers were soon lost, "the thing got out of order," as the child would say, and they finally fell out of use as our own experience will testify. Some have even gone so far as to try and forbid the children drinking water at all in the school, but that again seems unnecessary and an unendurable sort of hardship.

Various attempts have been made to produce something practical in the way of a school drinking fountain, but in all cases the fountain itself has been unsatisfactory in one particular or another. The principle on which school drinking fountains are all constructed is that of a jet, which shoots up from one to three inches, the children drinking from the top of the stream in much the same way many of us have drank from hose pipes when we were children. Hitherto these fountains have all shot up either out of a cup, which contained more or less water, or out of a ball shaped knob, such as is used for horse troughs. But in the first case, the water, which shoots up from a basin, may possibly carry with it water which has come in contact with the lips of the previous drinker, and so carry the possibility of infection; or in the second case, the sharp projecting knob may result in serious injury, if as may possibly happen, children get to playing with the fountain.

The late Dr. Shaw, in his book on School Hygiene, objected to any use of a school fountain, and I once took occasion to express to him my surprise at the position he had taken. In reply he said that he did not believe in drinking in the dark, that it was always advisable to see the water that one drank. People who used these fountains were virtually drinking in the dark because they could not see

what they might be drinking. To my reply that if the water was as bad as that, attention should be given to purifying the water rather than doing away with the drinking fountain, he said that he had hoped by means of his book to bring some maker to the point of introducing a strainer, which would do away entirely with all his objections.

Besides these objections to school drinking fountains previously in use, (1) that there is a possible danger of contamination, even though it be slight, (2) that there is danger of injury because of sharp edges or projecting knobs and (3) the absence of any feature to make it safe to drink water that could not be seen, there has also been the fact that the expensiveness of the fountains put them beyond the means of the ordinary school.

Consequently at the present time school drinking fountains have not come into anything like general use.

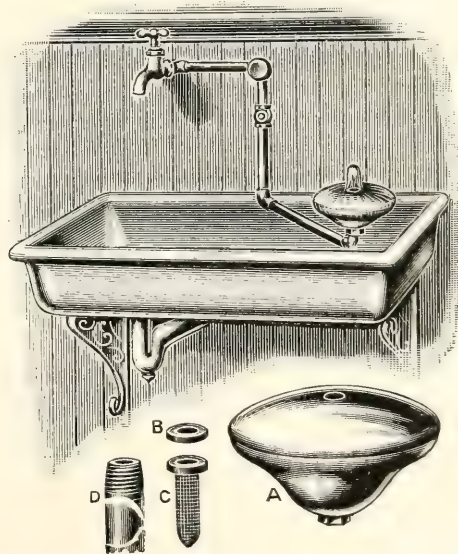
The writer himself grappled with this problem and at various times had made some effort to get drinking fountains installed in the schools of which he had charge, but, largely for pecuniary reasons, has been unsuccessful. He felt that a school fountain ought to be and could be made which would be absolutely perfect and satisfy every requirement, and he felt that it could be done at a price which would make it possible for them to come into universal use. He consulted a mechanic, acquainted him with the problem, offered him some suggestions, and the result has been a school fountain which is absolutely hygienic and free from all objectionable features, which can be furnished, strainer and all, for six dollars. His fountain makes it absolutely impossible for the drinker to get water which has come in contact with the lips of a previous drinker. It includes a strainer of the very finest wire gauze, finer than that used in the common filters, so-called. Its durability makes it cheaper than drinking cups. It can be set up wherever there is a faucet or wherever water supply or drain pipe are to be had. The faucets can be retained, if so desired, so that the janitor will not be obliged to go to the basement if he is on the upper floor to get water for cleaning purposes, as is the case with others on the market. It protects the child from the pranks of his playmates, as there are no sharp edges or projecting parts. The fountain can be placed high or low according to the height of the children and the height of the stream can be regulated

to suit their convenience. It cannot be played with or tampered with to advantage. It can be set in place by any plumber. The strainer sets in the piping and the fount is screwed right down over it. The inventor has certainly taken away the very last excuse for the use of the notoriously unsanitary drinking cup. The children enjoy using this fount, and may drink without fear of contamination. There is now no reason why school drinking fountains should not become universal wherever there is a city water supply. It deserves the careful scrutiny of every person interested in school hygiene and every school officer in whose school the old-fashioned drinking cup is still to be found.

Those interested in securing further information should apply to the inventor and manufacturer, Charles H. Smith, Yale Psychological Laboratory, Herrick Hall, New Haven, Conn.

STUART H. ROWE, Ph. D.,

Supervising Principal of the Lovell School District, New Haven, Conn., and Lecturer on Pedagogy at Yale University.



a, Fount. b, Washer. c, Strainer. d, Nipple.
N. B.—It is set high to show plumbing.

A LETTER FROM HAVANA.

HABANA, VEDADO, 25 de February, de 1903.

MY DEAR MRS. HEGNER:

I enjoyed so much my visit to the kindergarten here in Havana that I thought you might be interested to know just a little bit about it. Several weeks ago we went, about 10 o'clock, expecting to see the children at the kindergarten, but instead found the training class. The children come at 12 o'clock and stay until 3. Well, I wish you could see the beautiful large room. It has five large windows from ceiling to floor (with iron gratings, of course, as all the windows have here) on one side, and three at one end, and five doors, opening into a large hall and court.

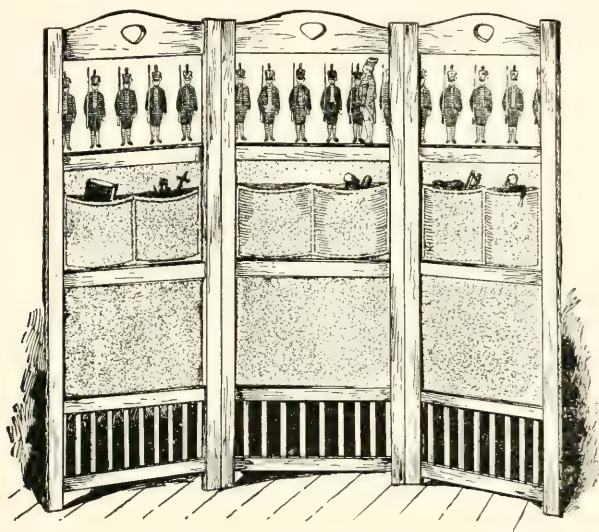
The weather is always warm, but there is a delightfully cool breeze all the time. Miss Keil, a German, has been here since after the war, establishing kindergartens in Cuba. She has settled nine on the island. Only two in Havana itself. There are twenty girls in her class, all Cubans. She will have her first graduation in June. These girls are obliged to know English, as the text-books are all written in English. It is pretty hard for them, as well as for Miss Keil. The superintendent of the schools will allow her only seven or eight songs to be sung in English, so she has had great difficulty in translating her songs into the Spanish. She had such a time training the girls to march. Altho Cubans are fond of music, they seem to have little knowledge of rythm or of keeping time.

There are three kindergartens without teachers, as the superintendent will not have teachers that have not graduated from Cuban schools, so you see it is not a good field for Americans.

When we stepped into the recitation room all the girls stood up and welcomed us in that way. * * * To-day we saw the children. There are ninety-seven on the roll, but as this is carnival week many stayed away, so there were only about seventy there. You would fall in love with the children. They are so pretty! Cuban and Spanish-speaking negroes make up the nationalities represented. * * * We saw the play circle, and it was interesting to hear the songs in another language. They played "the caterpillar," "the river," and skipping games, and "the blacksmith hammers the whole day long," etc. "Here's a ball for baby" was sung in English. There were eight little girls from an orphan asylum next door. They were dressed all alike, poor children! but seemed happy in their play. This

asylum is run by the Catholics. There are about 1,500 children. A nun sits day and night in a niche in the wall, and takes in any child that is handed to her—no questions asked.

The Cubans are very fond and proud of their children. You would be shocked, tho—at least I was—to see how the little girls are powdered. Of course, the women do the same, but it seems such an unnatural thing to fix children up so. It is not an uncommon sight at all to see little darkies running around without any clothes on at all. To-day one went by with his mother, wearing simply a pink shirt which came just to the waistband. In Matanzas I saw the handsomest little colored fellow, plump and round, his only adornment being a string of beads. The unconsciousness of the children is, of course, manifest in the highest degree. * * * V. S.



Courtesy of *The Craftsman*, Syracuse, N. Y.

In the July *Craftsman* was an article on "Housekeeping in Miniature," from which we are permitted to reprint the picture of a serviceable screen, which is useful in more ways than one, as will be seen from the illustration.

RELATION OF FRENCH PARENTS TO THEIR CHILDREN.

The July *Craftsman** contains articles of interest to kindergartners upon "Potters and Their Products," by Irene Sargent; "Education

*Published by the United Crafts, Syracuse, N. Y., 25 cents.

in Clay," by Charles F. Binns, and one upon "Japanese Gardens." Parents will be specially interested in the one on "Housekeeping in Miniature," with its suggestions for the furnishing of the nursery and playroom and another article by Irene Sargent upon "French Art for French Children." This reproduces several designs for nursery wall-paper, but it is what is said concerning the charming, intimate relation of French parents to their children to which we would call attention thru the following quotations. "In that country, indeed, the mature and the young are bound together by that strongest of all ties—community of interests, and this to a degree quite inexplicable to the American upon his first visit. Simple pleasures apparently never lose keenness for the most world-weary strollers of the boulevards."

"Amid these surroundings, our French children play the entire day, the mother watching that they neither endanger themselves nor encroach upon the rights of others. And a word must be said of the supervision exercised by the French mother, as indicative of the strong bond which exists in France between parent and child. This is no union irksome to both individuals, as it often appears to be in America. It is pleasurable because it is cemented by a sense of companionship. Something of the child: that is, his spontaneous power to enjoy, to free himself from care, and to enter at will a fairy world—something of this freshness remains in the heart of every French adult. * * * Into the very heart of the children's pleasures the French mother enters. She is not regarded by her charges as a "kill-joy," watching and forbidding. She is held by them as a companion of experience, skill and resource superior to their own; one devoted to their pleasures and able to set right their wrongs, but in no wise removed or removable from the scenes of their daily life."

JACOB ABBOTT'S CONFIDENCE IN CHILDREN.

All good men love children, but my father not only loved, he respected them, writes Rev. Dr. Lyman Abbott in *Good Housekeeping*. This respect which he had for children was, I think, the secret of his power over them, which was quite as remarkable as his literary success in writing for them. In a true sense it might be said that he treated children as his equals, not thru any device or from any scheme, but spontaneously and naturally.

He never deceived children, never tricked them with cunning devices, never lied to them. This may seem small praise; yet men

—and, for that matter, women—who never lie to children are, I am afraid, a rather small minority. A promise to a child was quite as sacred in his eyes as a promise to a grown person. He would as soon have thought of defaulting on a promissory note as defaulting on a promise to a child. He trusted the judgment of children, took counsel with them, not in a false pretence, but in reality, and in all the matters which concerned them and their world was largely governed by their judgments. He threw responsibility upon them,—great responsibility; and they knew it. The audacity of his confidence surprises me even now as I look back upon it. I entered college before I was fourteen. My father not only let me choose the college for myself, but made me decide for myself whether I would go to college. When the time for entrance examination approached, he called me to him, told me that, if I went into business as an errand boy, he would lay up for me every year what the college life would cost him, so that at eighteen I should have a capital of two thousand dollars and interest. Thus I not only had to decide that I would go to college, but also had to decide that I was willing to give up two thousand dollars for a college education; and two thousand dollars was a large sum to my boyish mind. But, as a result, I took college life with great seriousness, quite resolved to get the two thousand dollars' value out of the education. This act was quite characteristic of my father. Tho he was my wisest counsellor, I cannot remember that he ever gave me a definite and specific piece of advice. He put questions before me with great clearness, summed up the pros and cons like a judge upon the bench, and then left me to be the final arbiter.

I never knew him to strike a blow. I do not recall that he ever sent a child to his room, or supperless to bed, or set him to write in his copy-book or to learn tasks, or resorted to any other of the similar expedients necessary perhaps in school, and frequent in most families. In general, he simply administered natural penalties. If a child lied or broke his promises, he was distrusted. If he was careless or negligent, the things which were given to other children to play with were withheld from him. If he quarrelled, he was taken away from his playmates, but made as happy as he could be made in solitude. The children were themselves encouraged to inflict a kind of child penalty. In the yard at Fewacres, his country home, which was a favorite playground for invited children from

the village, as well as for his own grandchildren, he had a square stone set up. Then he said: "If any child gets cross and sulky and cries, he can go and sit on the 'crying stone' just as long as he wants to and cry it out." Whenever any child did grow sulky and cross, all the rest of the children clamored, "To the crying stone, to the crying stone!" and it is needless to say that it was rarely the case that a child took advantage of the prerogative afforded him.

PROGRAM OF THE KINDERGARTEN TRAINING DEPARTMENT OF
THE MILWAUKEE STATE NORMAL SCHOOL
FOR THE YEAR 1902-1903.

PROGRAM FOR OCTOBER.

MONDAY. *Circle Talk.* What the farmer sees when he comes to the city that he does not see in the country. What the children saw in the country that they did not see in the city.

Table Periods. Making stores, churches, street cars, etc., with sticks. Drawing barns, cows, chickens, sheep, etc.

TUESDAY. *Circle Talk.* Things that country people have that city people do not have,—large fields and forests, barns, sheds, grains, fruits, vegetables, etc. Pumps and windmills.

Table Periods. Painting leaves. Drawing vegetables.

WEDNESDAY. *Circle Talk.* Things that city people have that people in the country do not have,—smooth, hard pavements, sidewalks, street lights, gas and electric lights in houses, water pipes and faucets, fire engines, etc.

Table Periods. Making street with sidewalks and lamp posts, in sand table. Drawing fire engines.

THURSDAY. *Circle Talk.* Things that country people send to the city.

Table Periods. Modeling fruits or vegetables. Free representation.

FRIDAY. *Circle Talk.* Things that city people send to the country,—dress goods, shoes, chairs, tables, stoves, etc.

Table Periods. Making a sequence of furniture with appropriate gift. Cutting manufactured articles from catalogs.

SONGS AND GAMES FOR THE WEEK. "Pippity, Pippity, Pan," (Child Garden, Vol. V, p. 197). "Barnyard Song" (Holiday Songs, p. 59).

SIXTH WEEK.

WHAT THE FARMERS' CHILDREN PLAY.

MONDAY. *Circle Talk.* Places where city children can play. Country children have large fields, orchards, and barns to play in. Their many pets—chickens, lambs, calves, colts, etc.

Table Periods. Cutting and mounting pictures of chickens. Modeling eggs.

TUESDAY. *Circle Talk.* Story "Ben Todd in the Farmyard" (Child Garden, Vol. VI, p. 205).

Table Periods. Making barn with large blocks or appropriate gift. Drawing farm animals.

WEDNESDAY. *Circle Talk.* The games the children play on the farm. Jumping ropes, swinging, playing see-saw, tag, marbles, ball, etc.

Table Periods. Second gift play. Making see-saws from slats.

THURSDAY. *Circle Talk.* Going nutting.

Table Periods. Modeling nuts and acorns. Making toys from acorns. "Tops in Tree tops" (Child Garden, Vol. V, p. 338). Corn husk dolls. "The Acorn Boy" (Child Garden, Vol. V, p. 58).

FRIDAY. *Circle Talk.* Other good times the country children have.

Table Periods. Seeds collected, examined and classified. Free representation.

SONGS AND GAMES FOR THE WEEK. "The Barnyard Folks in the Morning" (Child Garden, Vol. V, p. 116). "Froggies in the Pool" (Child Garden, Vol. VI, p. 167). "Ten Little Frogs" (Child Garden, Vol. VII, p. 310). "See-Saw" (Gaynor).

SEVENTH WEEK.

HOW THE FARMERS' CHILDREN HELP.

MONDAY. *Circle Talk.* One of the places the children enjoy most is the orchard. How it looks. Apple gathering time. How the children help.

Table Periods. Painting an apple. Making orchard in sand table or on peg boards.

TUESDAY. *Circle Talk.* Other things that grow in orchard that children help to pick. How they help in the garden.

Table Periods. Cutting and mounting pictures of fruits from catalogs. Color exercise.

WEDNESDAY. *Circle Talk.* The many seeds the farmer must collect. How the children can help.

Table Periods. Making baskets from burdock burs. Making seed envelopes.

THURSDAY. *Circle Talk.* How the boys and girls help take care of the chickens.

Table Periods. Cardboard modeling of chicken coop. Painting chickens.

FRIDAY. *Circle Talk.* How the boys and girls help to take care of the horses, cows and sheep.

Table Periods. Making the barnyard with sheep sheds, in sand table, or with blocks or gifts. Free representation.

SONGS AND GAMES FOR THE WEEK. Songs and games of preceding week continued. "The Orchard" (Holiday Songs, p. 41). "Going to Market" (Holiday Songs, p. 113).

EIGHTH WEEK.

MONDAY. *Circle Talk.* Story, "The Bay Colt Learns to Mind" (Among the Farm Yard People, p. 64).

Table Periods. Cutting and mounting picture of colt. Second gift exercise.

TUESDAY. *Circle Talk.* Story, "The Oxen Talk with the Calves" (Farmyard People, p. 232).

Table Periods. Cutting and mounting picture of calf. Modeling an ear of corn.

WEDNESDAY. *Circle Talk.* Story, "The Kitten Who Lost Herself" (Farmyard People, p. 116).

Table Periods. Building a barn with large blocks or appropriate gift. Form or color exercise.

THURSDAY. *Circle Talk.* Story, "Why the Sheep Ran Away" (Farmyard People, p. 160).

Table Periods. Cutting and mounting picture of sheep. Sewing pattern with worsted that sheep gives.

FRIDAY. *Circle Talk.* Stories of the week recalled and retold.

Table Periods. Sewing continued. Free representation.

SONGS AND GAMES FOR THE WEEK. Animal songs and games continued. "In Autumn" (Holiday Songs, p. 67). "Baby's Calendar" (Holiday Songs, p. 80).

A Sleepy Rhyme.

BERTHA E. BUSH.

EMIL K. KADEDER.

Moderato.

L. H.
Where does the light go when moth-er blows it out?

Off to the fair-ies' land to see what they're a - bout.

Some are mak-ing cour-te-sies, Some are mak-ing pies;

Some are mak-ing veils of down To cov-er ba-by's eyes.

AMONG THE KINDERGARTNERS.

EIGHT LECTURES FOR MOTHERS AND TEACHERS.

Earl Barnes, Miss Maud Summers and Miss Marie Shedlock will give a course of lectures in Chicago in October under the auspices of the Chicago Froebel Association, the Chicago Free Kindergarten Association and the Chicago Kindergarten Institute. The first two will be by Earl Barnes, on the "Growth of Children's Ideals," October 13, and "Children's Attitude Towards Punishment," October 14, in Recital Hall, seventh floor of the Auditorium Building. These lectures will include a demonstration similar to that contained in his article in the current number of the *KINDERGARTEN MAGAZINE*. Professor Barnes has been intimately associated with the work of general education in this country and in England for twenty years. As Professor of European History in Indiana State University, as lecturer for the London as well as for the American Societies for University Extension, and for two seasons as general lecturer at the Central Chautauqua Assembly (New York), he has formed a strong circle of fellow students. Mr. Barnes believes that if education is to become a real profession, comparable to the profession of medicine or engineering, it must be through the creation of a body of exact knowledge, similar in kind and quality to that possessed by the physician concerning the care of the body. He believes that this knowledge will be found in the history of civilization, in comparative studies of social phenomena, and in inductive and quantitative studies of children.

Five of the succeeding lectures are to be given at 412 Masonic Temple by Miss Maud Summers, who is known in Chicago as a teacher of large experience, having been principal of one of our public schools for several years. She is also one of the institute teachers of the American Society for the Extension of University Work, and is most favorably recognized in this work by Professor Barnes, Mr. E. Howard Griggs and other educational leaders. Her lectures are on the "Application of Froebel's Principles in Elementary Education," as follows:

- (1) Learning to Read—The Thought Element.....October 6
- (2) Learning to Read—The Phonic Element.....October 8
- (3) Oral Language (*a.* Nature, *b.* Stories).....October 20
- (4) Written Language—Expression of Thought in
Writing, SpellingOctober 22
- (5) Arithmetic (*a.* Principles, *b.* Application).....October 27

The final lecture of the series is by Miss Marie Shedlock, of England, on the "Fun and Philosophy of Hans Christian Andersen," January 12, 1904.

Miss Shedlock has for many years devoted herself to the study of fairy lore, especially in connection with the writings of Hans Andersen. Her lectures, both in England and this country, are recognized alike for the attractive manner in which the subject is presented, and for the revelations of the deep and subtle philosophy which underlies the work of the great Danish story teller. In a personal letter to Miss Shedlock, the great dramatic artist, M. Constant Coquelin, says: "I must reiterate the pleasure I

have had in hearing you. You speak the truth—the world feels *your* world. Your expression is both amusing and distinguished. If this modest appreciation can be of use to you at any point, I shall be happy to have given it to you. Accept, dear Miss Shedlock, the assurance of my profound esteem and my sincere sympathy.

No progressive kindergartner can afford to miss these lectures. Tickets obtained by addressing Chicago Froebel Association, 421 Fine Arts Building, Chicago; Free Kindergarten Association, 40 Randolph street; Chicago Kindergarten Institute, 40 Scott street. Course tickets, \$5; single ticket 75c.

Northwestern University, Evanston, Chicago, has called a National Conference on Secondary Education and Its Problems, to meet Friday and Saturday, October 30-31. Prominent educators will discuss a valuable program, which centers around questions of general educational policy which go to the root of our social and educational life and therefore appeal to kindergartners and parents, as well as the grade teachers. The following is the list of topics suggested:

1. In view of the remarkable and ever-increasing growth of the public high school what is the place of the private high school or endowed academy in our system of education?

2. Is it desirable that the public high school should assume any responsibility for the moral and religious training of its pupils? and if so, what is possible and advisable in this matter?

3. Should the public high school be looked upon primarily as a school to prepare young men and women for the college and university? or should it be viewed as an independent school with its own important ends and aims, to which preparation for higher institutions must be strictly secondary?

4. If the latter is the correct view what is the effect of the system of accredited schools adopted by the state universities and the leading private universities in the Mississippi Valley? Does not this system tend to subordinate the high school and force it into the position of a mere preparatory school for these institutions?

5. If this view of the independent character of the high school is a correct one, should the college frankly recognize the altered situation and accept any curriculum which the high school works out as suitable for its purposes as also suitable preparation for the college and university?

6. Should the public high schools adopt the policy of dropping Greek as a required or optional study in the high school course, relegating this subject entirely to the college and university, thus putting it, in a sense, in the same category with Hebrew and similar languages?

7. In case this plan is adopted should the private high school and endowed academy and seminary follow the same system? or should they attempt to preserve for Latin and Greek their traditional place of importance in the preparatory work?

8. If the academy, including the private high school and other preparatory schools, should insist on maintaining Greek, what would be the effect upon its future development of such a distinct separation from the functions and ideals of the public high school?

9. Does it lie in the interest of our high schools and academies to imitate the social features of the college, including the fraternity system? If not, how can headway be made against the increasing encroachment of social demands upon the serious work of the high school?

10. Is it feasible to arouse that particular kind of interest in the public high school supported by taxation which will lead public-spirited citizens to

contribute to the better equipment and more adequate support of these schools as they now contribute to the maintenance of the academies and seminaries?

University Extension Center, Associate Alumnae, Normal College, New York City, additional announcement, 1903-1904.

Course IV.—Kindergarten Methods and their Relation to Primary School Work. Wednesday afternoons, 4:15 to 5:15 o'clock, at the Normal College, Sixty-eighth street and Park avenue. Thirty Illustrated Lectures by Mrs. Maria Kraus-Boelte, principal Kraus' Seminary for Kindergartens, and author of the Kindergarten Guide.

The committee desires to commend this course to mothers and primary teachers, as well as to public and private kindergartners, and to play-ground workers. It will be especially valuable for primary teachers of the first year, aiding them in interpreting the New Course of Study. Mrs. Kraus has had a wide experience in Europe and America, and has no superior in the kindergarten world. The following subjects will be presented:

October 7, 14, 21, 28.—Froebel's Mother-Play Songs, with applications for the nursery, the kindergarten and the primary school.

November 4, 11, 18, 25.—Stories, pictures and conversations for the home, the kindergarten and the school.

December 2, 9, 16, 23.—Kindergarten games, marches and playful gymnastic exercises leading to physical culture.

January 6.—The social, the ethical and the religious training of children.

January 13.—Suggestions for mothers' meetings and conferences with parents.

January 20.—Ball plays for the nursery, the kindergarten and the school. First Gift.

January 27.—Motion, form and rhythm as illustrated in play with the Second Gift.

February 3, 10.—The Building Gifts; applications in the study of form, whole numbers and fractions.

February 17, 24.—Surface forms as illustrated in the use of tablets, paper folding, paper cutting and mounting, crayon work and painting.

March 2, 9.—The use of the line and liner forms in the kindergarten and the school.

March 16.—The pliable line and the point.

March 23.—Garden work—Play grounds.

April 13.—The use of the Sand-table in the home, the kindergarten and the school.

April 20, 27.—Clay Modeling.

May 4.—Schedules for the day, season, year.

May 11.—Froebel and his Educational Ideals.

May 18.—Froebel's "Education of Man."

Fees.—To members of Associate Alumnae, \$10.00; to non-members, \$12.00.

Special arrangements will be made for those wishing to take any part of this course. For further information see main circular. Estelle Forchheimer, 1003 Madison avenue, Chairman University Extension Committee.

Miss Mabel MacKinney, who succeeds Miss Virginia E. Graeff as supervisor of kindergartens in Cleveland, had three years of training at the Chicago Kindergarten College, and then for three years was director of the Horace Mann Kindergarten, Chicago. She was then for four years at the head of the Kindergarten Department of the Minnesota State Normal School at St. Cloud. Following this she took the normal year at the college. Went to

Little Rock, Ark., as training teacher in the association, and was there for one year. They gave a group of girls two years of training, then discontinued the work after she left. From there she went to Cleveland, where she has been for four years as principal of the Training School and supervisor of the Association Kindergartens.

REPORT OF THE MICHAEL HEYMANN FREE KINDERGARTEN.—The kindergarten closed after a successful summer session during which we had a number of the children back with us who left Kindergarten last year to attend school. They were as happy to be with us again as we were to have them. The work of August was along the same lines as that of the previous month, telling stories and playing games and illustrating in as many ways as possible. The larger children made indestructible picture books for the use of babies of the Kindergarten enjoying very much the cutting and arranging of the pictures, etc. Some eight or ten large children were taught chair-caning. They were very much interested and anxious to become familiar with the work before kindergarten closed so that they might go on with the work without assistance. The mothers were especially pleased at having found something that would keep the children occupied while at home. On the day Kindergarten closed we had a party. Cake and lemonade were served to all. The children had prettily decorated the Kindergarten room with chains made of colored paper sent to us by one of the fathers. The morning was spent in playing and singing favorite games and songs and the time to say good by came all too soon. Average attendance thirty-six. Number of visitors five. May A. Fleming, Director in Charge.

The beautiful fountain which forms our frontispiece, thru the courtesy of the Temple trustees, was erected by the children of the W. C. T. U. to the memory of Frances Willard. It stands before the Woman's Temple on a crowded thoroughfare. The exquisite child figure into which we read many meanings, hopes and prayers, offers the dripping bowl to the thirsty teamster or weary errand boy, while a large trough affords the same refreshment for the teamster's horse. Even creatures of smaller build were not forgotten by the thoughtful planners, for a low convenient basin brings water within reach of thirsty dog or cat. On another page a very practical hygienic fountain is described, such as is needed in every schoolhouse. What artist will design a fountain that will comprise the essential qualities of the one with a design appropriate and beautiful, suggesting temperance, gracious hospitality and a good-will that includes our four-footed helpers in its desire for service.

The Chicago Kindergarten Club presents the following program for 1903-4 thru its program committee, of which Mrs. Mary Boomer Page is chairman:

October 10. The Teacher's Opportunity in Relation to Civic Betterment. Prof. Henry W. Thurston, Chicago Normal School. Open meeting.

November 14. To What Extent Can the Kindergarten Be Made a Self-Governing Community? What Methods Have Been Found Most Effective in Self-Control? Informal discussion.

December. Religious Training. Prof. George A. Coe, Northwestern University.

January 9. Fairy Tales of Different Nations. (A matinee for Children.) Miss Marie L. Shedlock, London, England. (At Handel Hall.)

February 12. The Use of Birds and Animals in the Kindergarten. Mr. Wilbur Jackman, Dean of School of Education.

March 10. Rhythm. Speaker to be supplied.

April 9. Rhythm in Music, with illustrations. Mrs. Ethel Roe Lindgren, Chicago Kindergarten Institute. Informal discussion.

May 14. Annual meeting. Rhythm in the Kindergarten, with illustrations.

Miss Elizabeth K. Matthews, of Des Moines, and who will be remembered by many who attended the Congress of Mothers that met in that city some years ago, is in charge of the training class at St. Helen's Hall, a private school for young ladies in Portland, Oregon.

Miss Valentine Pritchard is now principal of the Lower School of the University Preparatory at Palo Alto, California. This school, formerly known as the Thoburn school, is now the Miss Harker and Miss Hughes School for Girls. The lower school will follow along the lines of the Dewey School and apply Kindergarten methods and principles to higher grade work.

Alfred Mosely arrived in New York from Southampton recently in advance of a committee of British educators who will study American educational methods at his expense. He is an Englishman who made an immense fortune in the gold and diamond mines of South Africa, and who now conceives the idea of keeping England abreast of the times by teaching her experts American methods. Last year he brought over a commission of twenty-five British tradesmen and paid all their expenses during a visit to our industrial centers. He was born in Bristol forty-eight years ago.—*Exchange*.

A limited number of separate copies of the September frontispiece were printed and can be obtained for 10-cents each by addressing the Kindergarten Magazine Company. Training schools or individual teachers will find then appropriate souvenirs for Thanksgiving Day. Give one to each Thanksgiving Day guest. One dollar a dozen.

Miss Alice O'Grady, of the State Normal School, New Britain, Conn., has been appointed to take charge of the kindergarten department of the Chicago Normal School.

"To the Christian worker, whether she be missionary, deaconess, or teacher, or to any others who have to do with children in the home, in schools, orphanages, or other institutions, kindergarten training is invaluable; it is essential to the complete direction and guidance of children's activity and to the nurture of mental and moral development."—Folts Mission Institute Annual.

The Folts Mission Institute, the woman's training school for Home and Foreign missions, situated at Herkimer, N. Y., thoroly indorses manual training and kindergarten training as a necessity for the truest efficiency of its teachers.

BOOK NOTES.

DENSLOW'S PICTURE BOOKS FOR CHILDREN.—Alas for the heroes of Fairyland when they fall into the hands of the reformer, who in the attempt to destroy the disease germ destroy all that makes for health as well. Under the improving pen of Mr. Denslow our old-time favorites are so modified as to be almost unrecognizable, and we cannot but wish that the creator of the delightful Tin Woodman and the lovable Cowardly Lion had kept to his sphere of original invention and left the tales of old to live or die on their own merits. We are most pained by the havoc wrought with Robert Southey's Three Bears—best beloved of the children. What did these three bears ever do that they should have been attacked? How have they ever hurt or frightened the children? Why should the great big bear be deprived of his great gruff voice and the tiny wee bear of his tiny wee voice? Why should inquisitive, rude little Goldilocks be changed into a good (?) little girl (meddlesome to say the least) who sweeps and dusts the bears' rooms and makes their beds without their knowledge or consent? The text of Mary Had a Little Lamb been spared, but the illustrations are caricatures and in no way harmonize with the spirit of the familiar verses. Jack and the Beanstalk is another transformed deformed. Mr. Denslow's Jack is met by the fairy godmother at the top of the beanstalk and told that the giant is only a blustering bully who will quail at a determined word. Jack's determined attitude cows the mean spirited giant, who expresses his willingness to repay his stolen money if shown the way. The commercial spirit of this up-to-date Jack soon finds that way. He travels round with his giant to all the country fairs, where the coppers pour in in delightful profusion. Of the two we must own that the giant-killing and light-fingered Jack of primitive days seems to us more hopeful than the boy who makes mints of money by safely appealing to the vulgar curiosity of the crowd. It is interesting to see how strikingly Mr. Denslow's version reflects the spirit of our age, which seeks its strenuous heroes in the money-getter. The story of this vulgarweak-kneed foe will add but little stiffening to a boy's backbone. Others of this series are Little Red Riding Hood (the wolf tamed and converted), Tom Thumb, Humpty-Dumpty, Old Mother Hubbard, House that Jack Built, Five Little Pigs, One Ring Circus, A, B, C Book and Denslow's Zoo. Action and force are found in all the illustrations. The composition is always pleasing and the color harmonies good, but the caricatures grow wearisome and in some cases approach the vulgar. They are bad for the little child, who should not receive distorted images upon his impressionable brain. Surely if we disapprove of any of the old surviving stories, we can better discard them altogether than try to put new wine into the old skins. And we must surely guard against giving the child milk so watered that he will never be able to digest strong meat. As much harm will befall the child if fed upon food too weak as upon food too strong. Published by C. G. Dillingham Co. 25 cents each. On linen, 50 cents each.

WHO WROTE IT?—"Who wrote 'The Sandman?'" asked one kindergartner of another.

“ ‘The Sandman?’ let me see.

“ ‘Then the little Sand Man comes
With his horn of sleepy sand.’

“How does it go? I can only recall

‘When he shakes his silv’ry horn
’Mong the children at their play,
All the little eyelids droop
In the strangest, sweetest way;
Little faces lie so still,
Warm against each dimpled hand,
As the Sand Man faster now
Drops the grains of silver sand’—

“No; it’s grains of shining sand, and the words are Caro Dugan’s.”

“But that is not the ‘Sand Man’ I mean,” answered the first speaker.

“The ‘Sand Man’ I always knew began:

‘The rosy clouds float overhead,
The sun is going down;
And now the Sand Man’s gentle tread
Comes stealing thru the town.’

“Who wrote it?”

“I’ll tell you in two minutes,” answered another, “for I brought the ‘Posy Ring’ with me,” and good as her word she came back to the porch in two minutes with the book open at Margaret Vandegrift’s charming poem.

“Suppose we have a little memory test concerning our familiar verses,” she proposed. “I’ll hold the key. Who wrote

“ ‘Lady Moon, Lady Moon, where are you roving?’ ”

“I suppose it was Kingsley or Tennyson,” answered one. “I really never pay so much attention to the writers of our songs as I ought.”

“You may go to the foot, then,” laughed the teacher holding the “Posy Ring.” “It was written by Christina G. Rossetti.”

“Now, who wrote

“ ‘Do you ask what the birds say? The sparrow, the dove,
The linnet, and thrush say, ‘I love and I love.’ ”

“That was written by Coleridge, of course. Linnets, thrushes and brave marsh May-birds belong to the older song writers.”

And so with that invaluable reference book, for which we thank Mrs. Kate Douglass Wiggin and her gifted sister, Nora Archibald Smith, a vacation morning was both merrily and profitably spent. SARA E. WILTSE.

THE POSY RING.—The choice volume of poetry compiled by Mrs. Kate Douglass Wiggin and her sister, Nora Archibald Smith, “Golden Numbers,” was reviewed in our September number. The same authors have compiled a smaller collection of 273 pages, called “The Posy Ring,” for children of fewer years. The volume is a revelation, for until we see them thus garnered in one book we do not realize how much the best beloved of the poets have written for the little ones. The compilers have provided for all tastes, under

delightful section headings. Among these we find bird poems classified under "Hiawatha's Chickens," and under the title "Hiawatha's Brothers" are found animal poems. "Play-time," "Story-time," "Bed-time," are some of the other headings, while another little group is "For Sunday's Child." Miss Wiltse's contribution given above suggests the completeness of the collection found in this beautiful book. Published by McClure, Phillips & Co., New York. Price, \$1.25.

The Outline of a Year's Work in the Kindergarten, by Anna W. Devereaux. This is a new edition of a book that has been before the kindergarten public for some years, and has doubtless proved helpful to many who have known how to use it wisely. The work here suggested is based upon the seasons, the gift and occupation work being unrelated to the particular subject of the day or week. There are suggestions for calendar designs for each month and good lists of stories and music. Here and there the language is somewhat loose as when the statement is made supposedly to the child that the cube will not roll "because it has so many faces," whereas a decahedron with more faces would be much more likely to move or roll at a touch. Again, if, thru the kindergarten gifts and occupation we are supposed to give the children true and accurate ideas it is surely a mistake to have them draw a circle "round like the moon" or sun which is not circular but spherical. If a variety of programs could be published in one volume it would guard the youthful kindergartner from the danger of becoming a slave to that which she should master. Miss Devereaux warns against such thoughtless adherence and insists that all the work is to be given from child's standpoint. Boston, J. H. Hammett, 65 cents.

The Child Housekeeper. By Elizabeth Colson and Anna Gansevoort Chittenden. An attractive little book giving practical object lessons with concise directions for making the fire, table-setting, dish-washing, sweeping, bed-making and other departments of household work in a way sure to interest children. The teacher is supposed to enliven the lesson by telling of appropriate stories, descriptive or processes, and the making of some appropriate article as a duster when cleaning is under consideration, modeling dishes in clay when table-setting is the subject. Several stories are included and there are lists of good stories and helpful reading material. Each process has its accompanying descriptive verses set to pleasing music by Alice R. Baldwin. The vigorous and pithy introduction is by Jacob Riis. It will prove suggestive to settlement and other club workers and will be a pretty gift for a child. Illustrated by Alice L. Upton, New York, A. S. Barnes and Co. Price, \$1.50.

Queen Ebony. The Autobiography of a Black Cat. By Mary Johnston Merrill. A bright little story sure to interest children and to induce kind treatment of these useful and beautiful pets. Its low price, 25 cents, brings it within reach of all. Published by the International Kindness to Animals Society, Chicago. Pamphlet form.

Don't forget to take advantage of the Club Offers good till October 15. Ask the secretary of your Kindergarten Association for information.





PART OF THE JEWETT COLLECTION OF INDIAN BASKETS.

See page 142.

KINDERGARTEN MAGAZINE.

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TWENTIETH CENTURY SERIES.

THE KINDERGARTEN: AN UPLIFTING SOCIAL INFLUENCE IN THE HOME AND THE DISTRICT.*

RICHARD WATSON GILDER, EDITOR OF *The Century*.

MY OFFICIAL inviters have shown wisdom in asking one who can lay no claim to the equipment of an educational expert to speak only on that phase of the kindergarten question which is far from technical; which, fortunately suggests no mooted questions of, shall I say, "High church" and "Low," and which, in fact, ought not to be considered a question at all? There are still those, I understand, who have never "warmed-up" to the kindergarten; who are skeptical as to its philosophy and methods. Even they, I venture to believe, should they look carefully into the practical, popular workings of the system in a community such, for instance, as that in which I live, could hardly fail to be impressed, if not converted, by the things going on under their eyes. That the kindergarten *is* an "uplifting social influence in the home and the district" is so undoubted a fact to those who have had anything to do with efforts for the betterment of the condition of the masses of the people in New York that to attempt to support the proposition with detailed and exact evidence seems to us somewhat like going about to prove circumstantially that light and air, sunshine and happiness are wholesome elements in the life of the people.

A champion of kindergartens said the other day, when I mentioned my assigned theme, that it was something like asking. What are these parks, these clean streets, doing to make a better community? And yet I remember that before we got our improved tenements and our small parks and cleaner streets in New York, we did marshal our "proofs" of various kinds—generally of a negative character; that is to say, showing the various evils of darkness and overcrowding. In the case of kindergartens, the testimony offered must

*Address delivered before the N. E. A., Boston, 1903.

mainly be of a positive nature, showing, if possible, actual benefits achieved.

In 1889 an associated effort was begun by men and women who desired to extend the kindergarten system in the metropolis. The kindergarten established in 1877 in connection with the Normal College, and that established in 1878 in connection with the Society of Ethical Culture; and two or three other, either charitable or private, institutions, represented the movement at the beginning of the last decade of the nineteenth century in the then city of New York. The idea of the founders of the association was to establish some model kindergartens under charge of the Association and to prevail upon the city to establish kindergartens in connection with the public school system. The things accomplished within the past fourteen years have been extraordinary. The Association has now twenty-three kindergartens; twenty-two have been established in the Borough of Brooklyn by the Free Kindergarten Society there; and the public school kindergartens number in Greater New York about 362. In addition, there are about 55 public kindergartens of a charitable character, and some 51 private, making in all about 513 kindergartens.

CONDITIONS IN THE METROPOLIS.

Our special conditions in New York, as every one knows, are peculiar. Our geographical conditions help to bring about an unprecedented congestion of population. Other American cities have to do with alien populations, but we more than any other. Our population is rushing up toward the four million line (Board of Health estimate for 1902: 3,640,693). We are trying to Americanize this great mass in the best sense of the word. As an example of the obstacles in the way, look at a single element of our population. One of our best Hebrew authorities estimates that there are not less than half a million Jews among us—he is inclined to think that the number approaches 600,000—a number constantly augmenting owing to causes which diplomats and statesmen are now strenuously endeavoring to discuss inside the phrases of diplomacy, a number which is said to be greater than that of any Jewish community that has ever existed. These Jews, many of them, are fresh from eastern countries of Europe; they speak several foreign languages, but have one jargon in common, the Yiddish—spoken with some variations, but still a common means of intercommunication. Far from being a homogeneous people in them-

selves, they are divided by sectarian and national antipathies and suspicions; they have their full share of local narrowness, brought with them from unhappy European environments; and they are fully equipped with ignorance of and prejudice against the people among whom they live as exiles. In some respects this Jewish immigration contains the most hopeful element for future citizenship that we have. Ask our political reform managers about that—the workers on the East Side!

Then again you know how the Italians are pouring in upon us; we have more than one Little Italy in New York. Dante's, Michel-Angelo's countrymen ought to be worth working over into Americans, no matter how troublesome the fresh material offered.

The census office has furnished me with the figures for 1900 as to the constituent parts of our city population; they are, indeed, startling. Over one million, two hundred and seventy thousand of us (1,270,080), were actually born in other countries, of whom less than one-third are from English-speaking countries. Furthermore there are two millions, three hundred and forty thousand (2,339,895) of us both of whose parents are foreign born.

As to the original state of the embryo citizen you get some idea of it, speaking in masses, when you regard the polyglot character of the population. Add to this, poverty and a deplorable herding together in tenements,—the condition of which, though constantly being improved, is still bad enough. As to the individual condition of the children, take one or two illustrations. I had heard of the custom of sewing-up, but it was hard to believe except on the personal testimony of the superintendent of one of our public schools which is full of enchanting Raphael faces, who told me that he had made it his duty, himself to rip open, at times, the sewed-on clothes of his pupils. The kindergartner in this school has also come into contact with the custom more than once. The mothers sometimes actually sew the little creatures up for the whole winter. A boy of eleven had everything sewed on him but his trousers. Sometimes the garment is a sort of unremovable "altogether"; sometimes it consists of six-inch strips of cloth wound around the child and sewed. A kindergartner in the same school, which I visited in a recent warm spell, said that one of the children came every day in a nice, clean skirt—put on over the two, three, four, five, or more other skirts! As the heat of the weather increased, so increased the clothing, till the poor little thing—well, of course, there was a "mother's meet-

ing" between mother and teacher, and the "social uplift" has begun in one home, at least.

As to the manners with which the little ones are often familiar at home. Jacob Riis, when I asked him for a hint, said that the remark of the boy to Miss Addams at the Hull House was typical. There was a picture of a harvest scene—the woman reclining, the man standing by quietly mopping his brow. After looking at it attentively the boy said: "Well, he knocked her down, didn't he?"

You cannot catch your citizen too early in order to make him a good citizen. The kindergarten age marks our earliest opportunity to catch the little Russian, the little Italian, the little German, Pole, Syrian, and the rest and begin to make good American citizens of them. And your little American-born citizen is often in quite as much need of early catching and training.

WHAT THE KINDERGARTEN CHILD IS TAUGHT.

You all know what material the New York kindergartens have to deal with, and you know in a general way how they deal with it—especially in school hours. You know how the plays, stories, and occupations are continually changing and freshening with seasons, events, and circumstances. You know that the work of the hands is lifted from boredom and degradation; and that the idea of service—household service and all other—is ennobled. You know that it is instilled into the tender brain that there is a right way to do things, and that it is worth while to do things in the right way. You know how cleanliness and courtesy are taught, and mutual helpfulness; and many other things useful, joyous, refining.

The direct effect upon the children it is easy to grasp. The teachers will tell you that not only surly young ones soon succumb to the amiable environment, but that the difference in the average child is quickly perceived. The children are brought into a new social order; they are taught to have regard for one another, and they do acquire such regard—along with a new and highly valuable respect for law and order. A physician of the tenements tells me that "the children who have been in kindergartens show a willingness to abide by a rule that is for the good of all; they understand pulling along together." Here, you see, is the very root of the social spirit.

HOW THE HOME IS REACHED.

But there is, of course, more done than that which is done di-

rectly with the children in the school. No one can speak of the kindergarten without including the work of the mothers' meeting and club, with library annex; the teaching there of games and of handiwork, along with practical discussions, on food, cooking, sleep, play, open air, cleanliness, health; on manners, housework, overstimulating of young children, and the like; sometimes with talks by physicians of incalculable benefit to uninstructed parents. A vital element of the kindergarten, too, is the visitation on the part of the teachers of the homes of the children. Then there are the mothers' and fathers' visits to the kindergartens, and occasionally I am glad to say, there are fathers' meetings also. Perhaps hitherto the father has been regarded too much as a negligible quantity, in kindergarten work; though I once heard one of our "best citizens" blandly offer himself, at a meeting, as an example of the excellent reflex influence of the kindergarten!

Home visitation, mothers' meetings, and social work are an integral part of the system and with us are being constantly pressed farther and farther. Special efforts are made, too, to bring the children more into touch with nature; seeds are distributed and flowers raised; there are indoor gardens and outdoor gardens, visits to the parks, and play-festivals in the parks. There is a loan collection of animals, and a movement is on foot to have a few animals kept for kindergarten purposes in some, at least, of the small parks of the city; this is, in fact, already done in one of our minor parks. The kindergarten work is, of course, by no manner of means limited to the daily routine of exercises.

EFFECT UPON THE HOME.

Does all this work, based upon Froebel's idea—as opposed, for instance, to that of the great and good man, John Wesley, who was sadly mistaken on the subject of childhood—does all this work tell in the homes of the people? Of course it does! It would be impossible for it not to do so.

Whatever testimony I may be able to bear today is not from books or printed reports—it is freshly gathered from workers and observers in conversation or letters. I speak mainly of effects that are current and contemporaneous, and exhibited in my own town. In any of our large cities you may see much the same methods employed and much the same effects produced.

There is a very close bond between the kindergarten and the

home—and the closest of all is, of course, the child itself. The first thing learned, perhaps, is cleanliness. Both the child and the mother soon learn that. In the case of the mother lack of hygiene means lack of knowledge; she is, I am told, quick to learn and to profit by her new knowledge.

Again, the success of the kindergarten method in the management of the child is a revelation to the parents. They naturally come to acquire new parental manners. They find that the child is less troublesome; more easily controlled; and they rightly attribute this to the kindergarten, and take example. One philosophical observer of the good effects of the kindergarten said lately: "I used to hit my Josie something awful, and now I don't." Another stopped pawning her boy's clothes for drink after he entered the kindergarten. A typical case is that of a mother—the atmosphere of whose home was described as shockingly coarse. She said she could do nothing with her boy of three whom she was knocking about and shouting at in the mode of the neighborhood. Her home was dirty, pitiable. Under the influence of the kindergarten, and its teacher, she has become one of the most interested and devoted of mothers. She asks for suggestions, and reads the books from the kindergarten library. She found Dresser's "The Power of Silence," "kinder abstrack," but she wanted to keep it longer, study it slowly, and learn how to control quietly her temper and her children. One mother, after hearing a lecture, moved to a place where they could have "light, air, and clean walls." Another mother said that she had only lived since she knew the parents' club, it had opened to her such a different line of thought and way of dealing with her children. A teacher says that she sees courtesy growing in the children, and to some extent taken into the home: "this going hand in hand with an appreciation of the weaker by the stronger; of the little child by the one a year older."

The whole family comes under the influence of what I may call the kindergarten charm. A change comes over the little children. The kindergarten songs and games are introduced into the home. The father often is deeply interested; learns the songs; supplements the handiwork of the children. One father said to the mother, "be sure and go to the meeting; when you get home you always act lively, as you did before we were married."

Here are some notes to the point: Two mothers said to the same teacher, lately, that they dreaded promotion for their children, as they would "rather they would be trained than taught."

"Many mothers laughingly informed me," one of the teachers says, "that no one was exempt at home from the criticism of the table manners of the various members of the family." Again: "I like to have my child go to the kindergarten. He learns to speak so nice and corrects us all at home." This reversal as to the usual source of home instruction will appall some critics; but in the circumstances it is necessary and helpful, and tends powerfully to social improvement. It often leads also, to be sure, to the inevitable tragedy, later in life, that comes from separation in sentiment, such as is depicted in Tourguéneff's "Fathers and Sons"; but in the case of a new national environment this cannot be helped, it is, in fact, wholesomely evolutionary.

It is a commonplace remark, on the part of those who are well informed, that kindergarten children are more willing and better assistants to their mothers than the older children who have not been in kindergarten. Tidiness in the home with regard to the children's playthings is the direct effect of the "putting away" in the kindergarten. Personal cleanliness, as intimated, is the first note struck by the kindergarten—and it reverberates promptly in the home. There is, indeed, an instance of the washing and dressing song, and the game of washing, in the kindergarten, being immediately followed in in the home by a bath in the tub—how rare an occurrence one does not like to consider. If the children were Italian one can get an idea of the advance in civilization implied by the incident, when one remembers the horror and humiliation of being washed, on the part of the selected and worshipped Paduan beauty, in one of Maurice Hewlett's delightful "Little Novels of Italy."

INFLUENCE UPON THE DISTRICT.

The influence of the kindergarten upon the child's home is unescapable. And if the individual child and the child's family are influenced, there is the beginning, at least, of an influence upon the district. We find that parents become so deeply interested in the kindergarten that they send one child there after another; and that, when the child grows up, the second generation is sure to be sent also. The growing-up and grown-up kindergarten children are apt to revisit the kindergarten, and keep up an intelligent interest in its work and sympathy with its spirit. The spell of the kindergarten remains upon them.

The social uplift is felt—first by the child, second by the family

and third by the neighborhood. This is the contemporaneous influence; but if the direct influence upon the child is good, if certain social principles are deeply implanted in it at a highly susceptible age, surely the social uplift will not be confined to the few years that the child remains in the kindergarten; the training will naturally tend to good manners, good morals, and good citizenship in the years to come.

In the matter of immediate social benefits, must be counted the awakened spirit of helpfulness and neighborliness among mothers. It is no little thing to find a strong common interest that binds together socially many antipathetic nationalities. Says one of my witnesses: "The children make warm friends in the kindergarten; they go home and talk of these same little friends. The mothers meet at our meetings, and are interested in each other because their children are such friends, and a very neighborly and kindly feeling springs up among families who otherwise have no interest in each other." And she adds, what is evident enough, that "the district is better for it."

Along with the spirit of friendliness and co-operation among the mothers is the aroused sentiment of independence and self-respect and self-help. One factor in the social uplift is the great advantage to the mother, as one of the mothers herself puts it, "of contact with the trained mind of the teacher." The mothers do not always drop out of the meetings, when their children leave the kindergarten. The relation between the kindergarten teacher and the mother is decidedly to be reckoned with, in this question of social uplift. Courtesy is of the essence of the kindergarten, and the home and neighborhood are uplifted, among other things, by the respect and regard of the mothers and the fathers for the teachers—a widely disseminated feeling, you may be assured. I account it more than a pleasantry that a grateful father, one of the Waldorf chefs, with a kindergarten child, should have put his prettiest art into a birthday cake for the kindergarten.

When one thinks what the streets of a crowded city are as schools for unsocial manners and morals, the influence there of the kindergarten is something hard to overvalue. Kindergarten children are constantly playing their games in the streets. In the cramped space between front and rear tenements you might, at one time, have seen a dozen children playing every afternoon. The public school children joined in when they came home, and even the babies were ini-

tiated; on the steps an "occupation" exercise was, perhaps, being conducted by a couple of girls—and you need not be told that the children were not punching, cheating, or cursing, nor being knocked down. Says a teacher: "I have never seen one of my big boys going to fight with a younger child or tormenting him."

Another of my witnesses gives me this pretty picture: "During this last winter one of the mothers came to me and said: 'You know that five of my children have been in your kindergarten these last seven years. My neighbors in the tenement houses want to know why my older children are so nice to the little ones; they play and sing together every day and make the whole house happy with their laughter. Not alone that; they take other children who cannot find room in the few kindergartens of the East Side, and teach them *their* songs and *their* games. The younger ones teach the older ones the new songs, too, and so the entire neighborhood is one happy kindergarten.'"

Occasionally, in our own and other cities, the kindergarten has been credited with being the means of spreading a decenter sentiment throughout a limited district, more respect for ownership, less noisy quarreling. A correspondent in Boston sends word about the way that, in some cases, the older boys have guarded from depredation the gardens of the little ones, "because they were the kids"; constituting themselves "a police force where they were once a part of the robber band."

INFLUENCE OF THE KINDERGARTEN IDEA.

It is significant that more and more have our social settlements and churches found the kindergarten a necessary means of access to the darkened home and neighborhood. The kindergarten and the kindergarten idea have been actively useful in the relief of crippled and variously defective children. To the inspiration of the kindergarten the summer playground may be largely credited; and kindergartners are sought after as directors in these playgrounds and on the recreation piers. To the kindergarten may be credited also the practice of giving children attractive, artistic, and useful handiwork in the vacation schools. A leading physician, by the way, said recently, that he was astonished at the change for the better in the spirit of the teachers towards the children in the primary grades; that it was more gentle, friendly, and natural than before. The kindergarten is, at least, one of the factors in this happy change.

A SUMMARY.

So, to summarize, we have the direct effect of the kindergarten upon the child, teaching it an interest in nature, observation, gentleness, helpfulness, cleanliness, order, law; substituting mutual service for cunning and selfish violence—besides bringing the child good cheer and clean and natural joy. In the immediate home the “ideal of nurture” is, through this instrumentality, communicated to the brutal or ignorant parent; gentleness, patience, respect for the child, and a knowledge of a better way with it, are substituted for force and fury. Through the individual and the home the contemporaneous district is reached, and the natural result of the training upon the child, and upon the district is to build up a lasting sentiment in the little ones and in the community that will elevate future homes and future districts.

There is a further element in the kindergarten of which I have not spoken, and that is the education in understanding and sympathy it affords to the long roll of its own teachers; the direct effect upon them, and upon all those who are promoting these institutions, or who for any reason come into contact with them, even otherwise than as kindergarten fathers, mothers, or “families.” There is a “social uplift” here, also, which must have an influence for good.

In all these ways we in New York are constant witnesses of the kindergarten’s “uplifting social influence in the home and the district.” We have a right to say: It is doing this work—if you should think that Froebel was mistaken, and that the kindergarten is founded upon a wrong principle; and if you should take it from us, what have you to offer in its place that will do this work better?

EXCESSIVE CLAIMS SHOULD NOT BE MADE.

No excessive claim should be put forth for any single one of the various successful and co-ordinated means of social uplift. In New York there are many mighty agencies at work in the field of secular and religious education, and social and political reform; benevolences of various kinds, some of them voluntary, some governmental. There is a quickening in our whole public school system; in which system the courses of lectures for the people constitute a new and striking feature, very favorably affecting the home and the district. But it may be claimed for the kindergarten, without exaggeration, that while impressing the mind and morals of the child at the earliest

age it is possible for outside influences to lay a strong hand upon it—the institution forms a social center of a very compelling nature. It is a great event, not only to the child, but to the parents, when the little one first goes out from the home; an event that naturally draws the mothers of a neighborhood to a focus of information and of effort in behalf of their tender offspring. It is not strange that such an institution, with its accompaniments, should prove to be socially so great a force, and so great a force for good.

Speaking of all our kindergartens together—those of the public schools, and those conducted by voluntary organizations, and leaving aside the question whether or not there might be improvement in this or that group—thus broadly speaking, I venture the opinion that this work is so delicate and intimate; so vast in aggregate and so admirably effective that in no community in the world is there a social force in operation greater in interest; in its constantly extending field, more powerful, or, on the whole, better adapted to a beneficent purpose than is the kindergarten in New York.

We must not be oblivious of the claim made for the kindergarten by an authority as high as Commissioner Harris, that the children of the very rich, who are apt early to become wilful and self-indulgent, no less than the children of the very poor, are in special need of the civilizing influence of the kindergarten. But with the masses of our people the salutary effect of the kindergarten is seen on an imposing scale—and the future of our country depends upon the moulding of these masses.

THE KINDERGARTEN IN OUR DEMOCRACY AND IN OUR TIME.

America is bravely attempting to be a true democracy, and the American kindergarten is forever strengthening the foundations of that democracy in its influence upon the children, and through them upon the people at large. In our social life of today there are influences that strongly militate against what have hitherto been thought to be the fundamental principles of this democracy of ours, namely, open and fair dealing between men, and the protection and preservation of rights through public and established agencies of law, open to all citizens. But today there is a reign of illegal procedure and of ghastly brutality in connection with the suppression of crime. There is, too, an increase of selfish violence not only as between the supposedly opposing interests of labor and capital, but also as between the interests of various groups of labor; and there is an alarm-

ing extension of the violence of venality in the domain of local and other government. Along with this there is a brutal display of unsocial luxury; the semi-insanity of irresponsible wealth. The teachings of the kindergarten are all devoted to the correction of the temper that brings these evils upon society. Its influence may not actually prevent them; but in its nature its work tends to be preventive of them.

In such a time as ours, amid such conditions as these; some local—such as I have described as existing in New York, and other large cities; and some general, existing to a certain degree in almost every division of our enormous commonwealth—in such a time, I ask—applying an old question to a present situation—if there were no such thing as the kindergarten—would it not be necessary to invent it?

Each day adds its holy burden,
Trust in the home.
Every eve will bring its guerdon,
Rest in the home.
Toil, brave heart, though storms may beat thee,
Trust, sad heart, for joy will greet thee;
Wait, true heart, for love will meet thee,
All in the home.

Live, creating love and sharing,
Ever in the home,
Every trial nobly bearing,
All for the home.
Love is always blest tuition,
May it find here free admission,
So, 'twill bring its own fruition,
Heaven in the home.

—*Evelyn H. Walker.*

Air, Ar Hyd y nos.

POETRY AND SYMBOLISM OF INDIAN BASKETRY.

GEORGE WHARTON JAMES.

(With Copyright Photographs by the Author.)

IN my Boston address before the N. E. A. I endeavored emphasize several matters in relation to the Indians wherein we had done them injustice, that have been long overlooked.

This neglect and injustice is injurious to ourselves as fell as to the Indian. We cannot wrong him and escape unhurt ourselves. In addition to the material wrongs we have inflicted upon the Indian there are other wrongs that we might term of a sentimental nature, such as the attributing to him of qualities that he does not possess and denying to him the possession of qualities that he does possess.

My use of the Indian basket has been an elucidation of these charges. I contend that the basket demonstrates that the Indian woman is not only an artist, but a far superior artist to most civilized American women. She is a poet as well as an artist, and her poetry is as spontaneous as the singing of the mocking bird.

Most people in looking at an Indian basket for the first time see nothing in the work, and make such remarks as: "Certainly, their baskets reveal skill and ability, but that is all." These superficial observers do not consider the knowledge of materials required, the botanical knowledge, so that all materials shall be gathered at precisely the exact time when they are the most flexible, durable, and brilliant and permanent in colors. If you, madam, who sneer and scoff at the Indian were about to gather material to make a basket, how would you know what to gather? How would you know what time in the year to gather the willow or the tule root, the squaw grass, the red bud and a score of other plants that are used? What would you do to dry and prepare them? Would you know how to dye them with dyes of your own choice and preparation, durable, beautiful and harmonious?

In these matters alone the Indian women can give pointers to the most advanced scientist. They *know* where we only *conjecture*.

Then, too, think of the labor and skill required to prepare the splints for weaving. They use no flexible raffia, or rattan rounded into sizes already for use. They have no machinery with which to

do this for themselves. Everything has to be done by the old-fashioned, simple, primitive methods of their own invention.

Now they are ready to weave, and see how they go to work. They know nothing about books, teachers of design, geometrical figures, or the use of pencil and paper. All they know is what Nature, the chief and true inspirer of all artists, has taught them. They get their designs from the heavens above, the earth beneath and the waters underneath the earth, absorbed and worked out in their own active brains, so that they know how they will appear when pictured in willow splints upon a flat surface. Everything is mentally measured and mapped out beforehand. There is no error as to the width of a single stitch. The shape of the basket is definitely planned, its mathematical increase carefully measured, and the location of every particular of the design clearly foreseen. And thus, with this perfect mental picture before her, conjured out of her own imaginations the Indian weaver proceeds to her own work. Her digital skill is equal to her mental conception. No wonder, then, that she produces such master pieces of art as her baskets certainly are.

In Fig. 1 (see frontispiece) is a portion of one of the best known and earliest of California collections. Its owner early perceived the rich beauty of these aboriginal creations, and became interested in them and in their weavers. One by one she added new specimens until her collection numbered nearly 500 rare and beautiful pieces. They were mainly the work of the California tribes, but there were specimens also from Alaska and Arizona. In the upper right-hand corner of the illustration are a carrying basket and a seed-wand or gatherer. These are rightly placed together. The basket is conical in shape and is capable of holding a large quantity of fruit or seeds. Resting this basket against her legs, the woman would strike into it with the scoop, wand, or gatherer, the seeds of the wild grasses she desired for her granary. As soon as the basket was full, she would swing it over her shoulders upon her broad back, and carry it down the mountain slopes, over the sandy desert, or up the steep canyon trails to her "hawa," "kish," or "hogan." It is the Indian's wheelbarrow, and if there arises in the mind of the reader any question as to the relative capacities of the two vehicles, let it be settled definitely in favor of the "kathak," or carrying basket. Next to this is an Oraibi sacred plaque, made of willow, beautifully colored, and used by this strange people in their religious ceremonials. Just to the left and above this is another sacred meal plaque made at Mash-

ongnavi, another of the Hopi towns. These "snake-dancing" Indians have seven towns, in only four of which are baskets commonly made. At Oraibi, none are made of the yucca strips, as at Mashongnavi, Shipauluvi and Shungopavi, and at those three towns none are made of willow, as at Oraibi.

The next basket is a V-shaped affair, made by the Louisiana Indians, and by this and below it are two wicker water-bottles. The larger one is of beautiful shape and weave, durable and strong, similar to those made by the Washoe Indians of Nevada today. The smaller one is of a rarer type, and found only among the Pueblos of



Fig. 2. Yokut Basket in the Plimpton Collection.

New Mexico. I am inclined to think that this was made at the interesting town of Zuni, so intimately connected with the name of Frank H. Cushing, whose early death all students of ethnology will long deplore.

As a rule, these water-bottles, or "tusjehs," as the Navahoes call them, are covered with pinion gum, which makes them absolutely water-tight. The chief objection to their use, however, is that the water soon partakes of the flavor of the wicker.

Fig. 2 is a fine Yokut basket in the Plimpton collection at San Diego, Cal. On the top of this the diamond-backed rattlesnake design is introduced. Listen while the Yokut weaver tells you what

the rattlesnake design means to her. "All around in these mountains are many and deadly rattlesnakes. If they were to bite my husband, myself, or my children, we should become heap sick and perhaps die. Those Above can keep the rattlesnakes from biting, if they will, and there is an especial Power which controls the snake. So we make many prayers to him, and we dance to him, and sing and smoke the big smoke, and we ask him not to let the rattlesnake harm us. And, as it pleases him, we imitate the skin of the rattlesnake on the baskets



Fig. 3. Poma Carrying Baskets in the Plimpton Collection.

in which we place the acorn and corn meal which the shamans or medicine men eat when they come to teach us how to sing and pray and dance so as to win the favor of Those Above."

Below this upper circle of the rattlesnake design reaching to the center circle is a series of "stepped" designs, from alternate sides of which extend protuberances shaped something like golf clubs. These steps represent the ascending steps of a mountain range, while the white lines between the steps show the streams that flow from the heights into the valleys. The "golf clubs" are

quail plumes, and the human figures hunters. So here, clearly, we have a weaver telling that she lives in the mountains, where the rattlesnake "encircles everything," where many streams flow,



Fig. 4. The Hill Collection at Wawona, Calif.

and the hunters find many quails. So I presume that this was made as a prayer to the powers behind the rattlesnake, to be used as a "thanksgiving basket," a mush bowl for shamans and dancers

to eat from in one of the fall dances. Such a basket is worth between one and two hundred dollars. There are few of these rare old specimens in existence.

Four other baskets which Mr. Plimpton prizes very highly are four carriers of Poma weave. The Pomas live near Ukiah, in the northern part of California, and they have a basketry as interesting and beautiful as it is varied. There are fourteen distinct

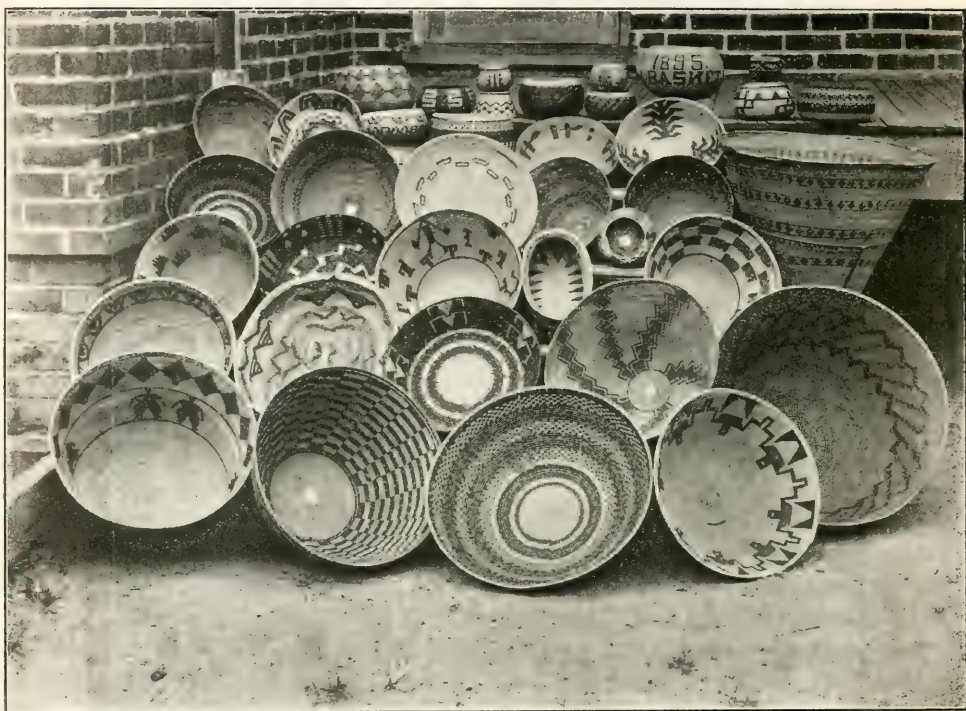


Fig. 5. Mission Indian Baskets in the Wainwright Collection.

types of weave in their work, and each can show a distinct *raison d'être*. In shape, weave, design and adaptability to the work required of them, these four baskets are models. The zigzag of the bottom basket is not to represent the lightning, as those familiar with Arizona symbols would imagine. To the Poma it expresses the reflections of the sun on the rippled surface of lake and pond, while the zigzag of the right hand-basket represents sunny, rippled water flowing down the mountain slopes.

The pointed design on some of the mountains shows that tall pines grow there.

Fig. 4 is the Hill collection, which until recently was located in the studio of the world famed Yosemite artist at Wawona, California. It is now added to the collection of Mr. B. O. Kendall, of Pasadena, Cal.

In Fig. 5 is shown the Wainwright collection of Mission Indian baskets. On the large conical carrying basket at the right side of the picture a number of circles are woven, growing smaller as they descend. These circles, the weaver said, represented the priv-



Fig. 6. Palatingwa Basket with Bachelor's Walk Design.

ileges and power of her people. Once they were great and reached around the earth in proud domination, as the topmost circle shows. Then the priests came and deprived them of many privileges, but they still were a numerous people. After the priests came the Mexicans, who took much of what the priests had left to them, and the third circle, considerably smaller, sufficed to represent the waning nation. Next came the Americans, who further curtailed their liberty and freedom, and "Alas!" said she, "it will not be long before this dot [pointing to the small dot of color she had placed at the bottom of the basket] will be all that remains to tell of my once great and powerful people."

Fig. 6 is a very interesting basket in the Babbitt collection. This is entirely composed of specimens made by the Palatingwas

or Hot Springs Indians, who were recently evicted from Warner's Ranch, in Southern California.

It is a fair sized, bowl-shaped basket, nearly eight inches high, five inches across the bottom and thirteen inches across the top. The body is white and the design picked out in color. The interior "square heart" is in brown and the two enclosing squares are in a grayish black at the top, shaded down to a lavender gray at the bottom. The effect is very delicate and most peculiar; indeed, I have never seen anything like it elsewhere. The lower third of the bowl is marked with designs in variegated brown, with the bottom line in black and shaded with the lavender gray. The maker was Ramona Cibimooat, who, with her sister, is one of the most intelligent basket makers of the tribe. The lavender tint of splint is found in few places, and these are unknown to any others than Ramona and her sister. Hence their baskets are highly prized when these colors and tints are introduced. Though I am not a botanist I am under the impression that the color is caused by some chemical element in the water which dyes the tule stem while growing.

This "square heart" design is commonly known among the Indians as the "Bachelor's Walk." It has a symbolism that is very clear to the Indian and yet it must be carefully expressed to avoid misapprehension in the civilized mind. The inner part represents a maiden's heart. The young man who remains a bachelor may walk around and around (as represented by the outer square) the object of his most ardent affections, but he will ever be kept at a distance. He may woo her most urgently and come nearer and thus encircle her (as represented in the inner square), but he is just as far as ever from entering the maiden's heart, the holy of holies, if he still remains a bachelor. It is only when he and she unite in the sweet and holy communion of heart, mind and body in the dear and blessed relationship of true marriage that the man can enter into and know the inner heart of the maiden, who has given up her maidenhood to become his devoted and true wife.

Some imagine that this design and thought apply solely to the physical relationship, but this is not so. While this relationship is well understood, and by the Indian (to her friends) spoken of with a dignified freedom that few white people understand, he who conceives it rests upon that relationship alone reveals his

ignorance of the exalted nature of the true Indian's thought. It applies to the higher, the spiritual communion of souls, and, of course, the higher includes the lower.

Fig. 7 is of a bowl-shaped basket made by Maria Antonia, an Indian of the evicted tribe from Warner's Ranch, and now in the collection of Mrs. J. H. Babbitt. It is four and a half inches high, seven inches across the top, and twenty-five inches in circumference in its widest part. The design is a star. There are six points, picked out in brown, with a white background. The en-

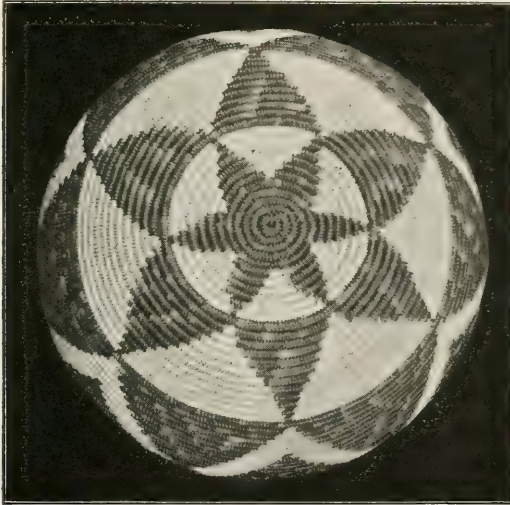


Fig. 7. Agna Caliente Star Design Basket.

larging rays are also in brown, followed by another set of brown rays. The whole upper part of the basket is finished in brown, thus producing a charming effect. This is a good illustration of the color used in making the design, being the predominant color without destroying the effect, indeed, materially enhancing it. The stitch is the simple coil fully described and pictured in *Indian Basketry*, pages 162-3-4.

Fig. 8 is a rattlesnake basket in the Babbitt collection. It was made by Maria Antonio, originally a LaJolla Indian, and later living at Mesa Grande, and is a most beautiful specimen of the weaver's art. The poor weaver had a most unfortunate history. Well might she serve as an illustration of the fact that misfortune seems

to follow some people all their lives. She was married to an Indian, who suddenly, without any apparent cause, went away and left her. As time elapsed and her husband did not return, she assumed marital relations with a man named Venezuela, who was living alone. Two years ago he died, leaving a team of horses, wagon, a fair house with plenty of furniture and some money. As soon as he died his wife, who had abandoned him, appeared in Court at

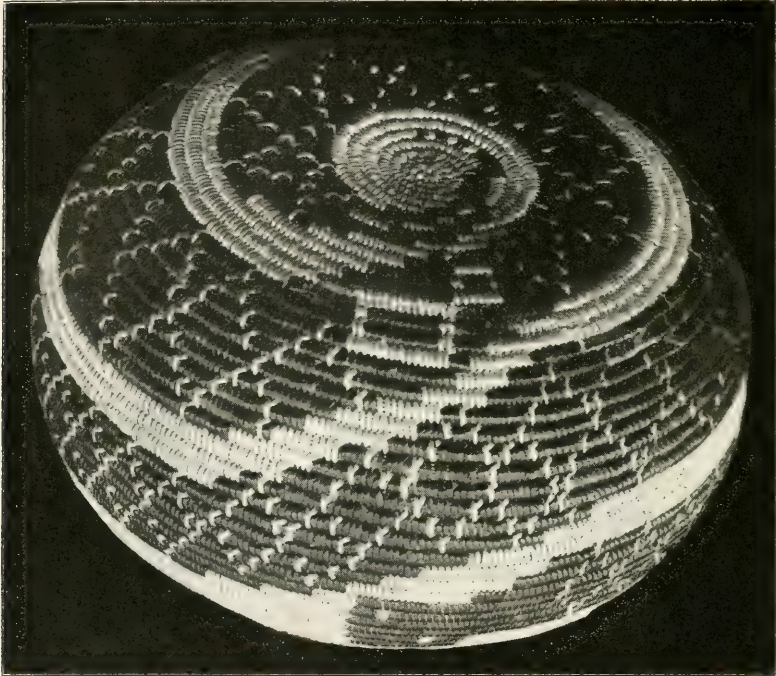


Fig. 8. Mrs. Babbitt's Celebrated Rattlesnake Basket.

San Diego and claimed all his property. The Court awarded it to her, although it was clear that Antonio had earned much of it, for she was a tireless worker. Thus she was cast adrift again and had to begin life afresh.

The basket is bowl shaped and is $3\frac{1}{2}$ inches high and about $4\frac{1}{2}$ inches across the bottom. The top is $6\frac{1}{2}$ inches across, and the circumference in the widest part, which is about an inch and a half from the top, is $22\frac{1}{2}$ inches. The shape, colors, design and workmanship combine to produce a most pleasing result. The body

color is white, but so important is the design that it takes up all but eleven coils. Beginning in the fourth coil from the center is the rattle of the snake. Two stitches of white follow two stitches of brown (the brown of the native tule root) and that makes the three small rattles. Then eight brown stitches connect with other brown stitches on the two rows below in such a way as to suggest another and larger rattle. The rattles are thus enlarged until there are four more, making eight in all. The real coil of the snake's body then begins, in six rows of brown weaving, with diamonds picked out in white. As these six coils of brown come to the point of their commencement, they are ingeniously diverted upwards, and three coils of white introduced. The six brown coils now become nine, denoting the thickening body of the snake. When these nine coils are complete a new diversion upwards is made, diminishing the thickness of the snake's body to seven coils, and this continues around until the head is reached, which is clearly depicted in the photograph. Two eyes are placed in perspective, and the general effect is most striking and unique. This is an original and interesting basket and one that may well be desired in any collection. Looked at either outside or inside the snake is very realistic, but more so on the inside. It thus seems to be coiled up most naturally, the head resting on the body, with the rattles in the center.

The snake design is thus placed in the basket as a propitiation of the powers of good and evil behind the living snake, in order that those who are good may remain so, and that those who are bad and vicious may be restrained from striking or wounding any members of the weaver's family. Thus this basket becomes the enshrinement of a prayer.

In my book on "Indian Basketry" I have endeavored more fully to discuss the matters so briefly referred to here.

FROM THE HOLY SCRIPTURES OF THE SIKHS.

Be kind! Make this thy mosque,—a fabric vast and fair;
Be true! Make this thy carpet, spread five times for prayer;
Be just! When art thou this, thy lawful meat thou hast;
Be good! In this behold thy God-appointed fast.
Thy cleansing rite a heart that no lustration needs,
Thy rosary a crown of self-forgetful deeds.

—*E. Martinengo-Cesaresco.*

THE PLACE AND VALUE OF THE KINDERGARTEN IN A COMPLETE SCHEDULE OF EDUCATION.*

ANNA I. SCHEPEL, PRINCIPAL OF SESAME HOUSE, LONDON, ENGLAND.

IT is a great honor to have been asked to speak to you upon a subject which is of such great importance to every one of us, who is interested in education. I, a stranger in this country, am not acquainted with its educational history as I should like to be; but education is of universal interest; the human being is everywhere the human being.

Details of working must alter in earthly conditions; but we shall agree that the ideal is the universal part, that which cannot be lowered, that which is urging us always to harmonize our practical work with the highest conception we have. Only in returning to that ideal and renewing it in us, do we find lasting inspiration, and power which is pure, because it is disinterested.

It is with the consciousness of a common ideal, that I feel somewhat justified to speak here; and it is my ardent wish to feel one with you, in whose country I am happy to be living and working.

The title of my given subject acknowledges the place of a kindergarten in a "complete scheme of education" and the question now is: What is that place and what is its value?

Education is an organic whole, whole in which each stage has its own special work, which can only be accomplished when the former stage has been satisfactorily filled, and which must necessarily prepare for the stage following.

Everyone here will know Froebel's words: "The vigorous and complete unfolding of each successive phase of life depends on the development of every preceding stage. The boy is not a boy, or the youth a youth, simply because he has attained the age of boy and youth, but by virtue of having lived through, first childhood, then boyhood, faithful to the claims of each. Man becomes a man, not simply by reaching the average years of manhood, but by fulfilling the duties of all the preceding stages of life." And later he says: "The development of man is a whole, steadily advancing, rising unbroken from step to step."

* A paper read before the Educational Congress held by the King Alfred School Society. May, 1903.

As then we are all so dependent on each other's work, and as the young human beings, whom we try to lead and help are so much the result of our guidance, should we not do our utmost to work conscientiously in our allotted part, and agree about the character of our task, and the limits we have to consider?

Education, that organic whole, which allows no sudden changes, demands that the kindergarten should bear in itself elements of the nursery as well as elements of the school.

The *Kindergärtnerin* must have knowledge of the early home education as well as of the beginnings of school-life, that she may lead the child happily, and without strain, from one stage of its growth to the next.

What, then, are the home characteristics on which a *Kindergärtnerin* ought to be able to depend?

Long after the child ceases to be an infant, it continues to share the mother's room, the dwelling room, where the family unites. Here it begins to express its own inner self, in speech and in play, and enters into connection with things around it.

Froebel urges the parents to surround the child at this stage with what he calls "nature and her bright calm objects;" to let the child "follow father and mother in household occupations" and to let it share their work.

He pleads for simplicity in food, in clothing, and in all its surroundings, so as to stimulate creative activity, which is so easily weakened and suppressed by overfeeding, overdressing and luxury. Food and clothing should never be an end in themselves, only a means for developing body and mind.

Froebel gives a picture of this early stage in his wonderful book: "Mother Song and Play."

There, in the family plays, he shows that the child is made happy—not only by being loved and cared for, but by being trained to serve and consider others, and by accustoming itself to habits of contentment and simplicity.

In the nature plays of this same book, Froebel shows how the child can be led to realize its duties of fostering plant and animal life, and, on the other hand, how it can utilize the forces and products of nature.

Lastly, in the labor plays, Froebel shows the intense interest the child takes in the work of artisans, and he implores mothers to

encourage this tendency because of its character-forming value, quickening the desire to serve.

In all these groups of plays we see the child putting into practice that great life principle which will always be associated with Froebel's name, namely, "the reconciliation and harmonizing of opposites," a principle too often applied only to intellectual handling of the occupations, but which, in reality, involves all that we mean by the discipline of life. So much for the child in the early stage of Home Education.

Now as regards the school which follows the Kindergarten, and begins with the 6th or 7th year.

"In the School," Froebel says, "the chief thing is apprehension of a subject through thinking; it is the inner conception, the un-clothing of the bodily and the concrete; it is abstraction in the real sense of the word."

This demands of the child voluntary concentration of all its inner powers, and a ready and receptive mind, which attitude we call attention. Here, then, we have the two regions which bound the Kindergarten stage: that of the family-life in which the child is specially developed through the *affectional* powers; and that of the school which is primarily the field of the *intellect*.

In the Kindergarten stage both these fields must be represented.

It is about the third year of a child's life, and this is specially true of an only child—that the time has come to extend its boundaries, and to bring it into new connections for a short time of the day. Other companions of both sexes, and more methodical occupation must be provided; material which will satisfy its growing needs, stimulate its powers and direct its energies.

From what living source can the kindergarten draw this ever fresh material?

It must be nature and man's connection with nature, which is the basis of everything here, which provides new experiences for the child; which gives a thousand opportunities for work, and suggestion for representation, which prompts his fostering care, filling his heart with wonder, and stimulating his intellect to healthy, eager thought.

To the Kindergarten belongs, as Froebel says, (and the name itself declares a garden), a piece of ground to play in and to be cultivated by the little ones. This piece of ground should be such that flowers and vegetables, and even some fruit trees may flourish there.

Froebel says in his too little known essay on "The Children's Gardens in the Kindergarten," "the child's intimate acquaintance with nature is of the greatest importance." I will give you Froebel's own words:

"The Kindergarten, the completely formed idea, the completely demonstrated conception of a Kindergarten necessarily requires a garden; and in this necessarily, gardens for the children. The necessity of the requirement to connect a garden of the children with the Kindergarten proceeds from reasons of social and citizen collective life.

"The child as a part of humanity must not only be recognized and treated as individual and single, and as a member of a greater collective life, but must *recognize* itself as such, and prove itself to be such by its action.

"But this reciprocal activity between one and a few, a part and a whole, is nowhere more beautifully expressed than in the associated cultivation of plants, the common care of a so-called house garden, in which each child has its place, in its own little garden."

But Froebel, who wishes to introduce the children into the full realities of nature, wants them also to take their share in the cultivation of the general garden, where, before beauty, the necessities of life are considered, where the crop is of special interest, because of its direct use.

The gathering of beans, the digging up of many potatoes where only one was planted; the storing of apples afford happy and satisfying moments.

From March to October the garden is full of interest for the child, from the stocking of the garden in spring, to the gathering of seeds, the burning of rubbish, the tidying of the tool-house in autumn. In winter, window-boxes need special care. Bulbs must be planted, chestnuts, acorns and dates put into moss, and their germination duly observed.

Happy the Kindergarten where nature is also represented by domestic animals, creatures which have a claim on the children's love, and which open quite other sides of life to their understanding.

The dependence of animals is even more appealing than that of plants; the big dog, who is brushed and fed becomes the child's dear companion.

Then there are the pigeons, the fish, the chickens to be regularly fed and kept clean.

By their instrumentality, the eyes and ears and heart of the child become open to those wild creatures, which play so great a part in the economy of the world in which we find ourselves, and which though living independently of us, add so much to our lives.

To those, who have at all realized Froebel's idea of the training of a child, and who remember his words about "self-culture through earliest employment in domestic duties" it must seem natural that the children's energies in the Kindergarten should be also prompted in this direction. We should encourage the young human being to enjoy making order, where traces of his work are left; he should learn the use of domestic utensils, and make himself independent and practical, and so prove himself an integral member of the community in which he lives. Dusters and brushes, wash-leather and sponges should be at hand; a dust-bin for the use of the Kindergarten; a low shelf with food for the pets; a big box for straw and hay; all these the children can keep in order, and so complete the life of the place.

This domestic work and the work with plants and pets can only be performed by a few children together. Regular little classes are going on at the same time in the Kindergarten-room, and here we find the Froebel gifts and occupations in their true place.

The simple material, so thoughtfully and systematically planned by **Froebel**, comes here to its full appreciation.

The children's minds are stored with experiences which they wish to represent: with bricks and sand they build the garden wall and the gate; not only imaginary gates and walls.

From clay, simple flowers, potatoes and carrots are modeled.

Folding paper is transformed into the dog's kennel, the roof or window of the tool house, and the spade and the flower basket.

The colored strips of the mats are woven in the colors of the prism hanging in the window, and casting its broad rainbow on the wall; and throughout, the games and songs and stories are interwoven with the children's work, week by week, and month by month.

Thus the children's experiences are lived through again, the sense of form and color, number and comparison are strengthened, and hand and eye developed.

I hear some say "yes, all this is very well for the babies of three years old—but a child of four and five should begin learning to

read and write, and to 'do his sums!'" I believe that this outcry is less a result of real conviction than of convention.

Children of one's friends knew their letters at four, and could read fluently at five, and why should not our children do the same?

I believe there is ignorance in this reiterated cry, ignorance of the growth of a child's mind, ignorance about its real needs.

"The child itself wants to learn" one hears. Such cases may be; and it is easy enough for parents, who have no understanding for a child's happy discoveries in real things; no faith in the development of its creative activities, through contact with life; it is easy enough for parents and teachers to put the child to mechanical and meaningless exercises and tasks of memory; but a Kindergarten in the real sense cannot, and ought not to undertake this task, subverting its whole method, namely this: first to *create* a wealth of experiences, and secondly, to *guide* the wish to give those experiences lasting shape.

Only to fill this latter need, in its own time, does the desire for writing really come about; and out of the hunger for knowledge beyond one's own limits, comes reading, eager reading!

During the six or seven first years of its young life the human being is absorbed by real things, and it will never again have such opportunity; about it still, is "the glory and the freshness of a Dream."

These real experiences prepare for later years, for systematic knowledge; and develop its body and mind with surprising rapidity!

To continue then: a true Kindergarten prepares not only for life in general, but for school-life in particular, formally and materially.

For writing we find preparation in the free use of the pencil.

For a ready and accurate conception of number, the systematic handling of bricks and the weaving of patterns is a perfect introduction. In forming a taste for beauty and dignity of language, the children's carefully chosen poems and stories are of inestimable value, also the exercises they have in giving out their experiences in good clear sentences.

First-hand knowledge of nature is the primary step in scientific training. Careful observation of their own room and garden is the beginning of geography. Familiarity with the different forms and dimensions of matter in the various gifts, lays the foundation

of physics and geometry: and these are also valuable as symbols of the evolution of organic life.

Boys and girls, who in the Kindergarten have made starch from their own potatoes (and used it); butter and cheese from the cow's milk; bread and cake from the wheat they grew in their own gardens; who have visited the dairy, the milking shed, the baker, the blacksmith and so on, have groundwork for their later knowledge, and an insight into life, which books cannot give.

Surely, this is to proceed on the true inductive method which we associate with Bacon's name.

People who ask to see results of work in the Kindergarten should be pointed to the active, healthy, helpful child. There is no result to be seen but this.

Sheets of neat and ornamental plaiting and folding may mean nothing at all; and conversely, where at the first glance, there seems sometimes to be struggle, effort and a want of order, the greatest life-power is manifesting itself.

But how can all this be realized, I shall be asked?

Villages and country towns are certainly more favorable for Kindergarten than big cities: but city children have the greater need. Much can be done with even a small garden; and when the home of the *Kindergärtnerin* herself is not on the spot (and its presence has inestimable advantages), the life of the caretaker and his family will supply the domestic links, so necessary in the living organization here described: he will see, too, to the garden and pets during holidays. This is no fiction; it is being done in London; and where there's a will there's a way!

And now as to the personality of the *Kindergärtnerin* herself: much seems to be required of her! I cannot do better than quote from a published essay of Frau Henriette Schrader's. She, who has given us so much of her direct inheritance from Froebel, says:

"The art of guiding children's early activity is an art which must be studied as consciously as the art of teaching.

It implies arduous preparation. Only a person of cultivated mind and formed character can exercise it fully. A *Kindergärtnerin* must be one who has made the laws of physical and mental growth in children her serious study, in order that she may give them the right environment. She must have real knowledge of some branches of natural science; she must be acquainted with the historical development of economic products, and of the arts, and she must have practical knowledge of the elements of domestic and political economy.

She does not study these in order that she may answer the children's questions more easily, but that she may look upon life from a broader standpoint, and understand the relations in which things stand to each other. Above everything else she must aspire to proficience in all household matters.

Let her value her skill in cherishing and sustaining life, whether it be that of plants, animals or that of human beings!

But what would all her knowledge and all her skill be worth, were her heart not glowing with a sense of the nobility of her calling; were she not inspired by a glimpse of the divine in human nature, and were she incapable of being uplifted by the vision of the beautiful?"

The work of the educator of little children is indeed a great one, because it deals with beginnings. There is somehow a fatal tendency of the human mind to consider little things as of small importance; we are impressed at once by size and large effects: whereas, in our reasonable moments, we know that it is the small beginnings which are of the utmost gravity, that they affect the future most inevitably, and need from us the greatest guidance and care possible.

The Kindergarten and its work comes sometimes to be pushed into a secondary place, as of less importance than the school; it is looked upon as trivial and without law; when in reality within its boundaries lies the whole plan of the child's future life, and his attitude toward the world into which he is born.

All children, rich and poor alike, have at this stage the same common human powers and needs; and upon the harmonious development and organizing of these needs and powers depends the place, honored or otherwise, our children will afterwards take as citizens of the community.

We stride the river daily at its spring,
Nor, in our childish thoughtlessness, foresee
What myriad vassal streams shall tribute bring,
How like an equal it shall greet the sea.

—J. R. Lowell.

CHILDREN'S PLAYHOUSE; THE EVOLUTION OF THE KINDERGARTEN.

ELIZABETH BURNS FERM.

EVERY phase in evolution, whether physical, mental or spiritual, has its ebb and flow. And even when a thing seems most fixed and unchangeable the change may be nearest at hand. This is specially true of education at the present time. The public seems to be both proud of and content with the achievements of pedagogy—which it calls education—but those within the educational circle, the true educators, were never more restless and dissatisfied in their relation to education than we now find them. If our ear were close enough to the ground of the educational world, we should know that this is true; then we should hear the rumbling and grumbling which indicate a change. For the educational conscience is again awakened. The time has come for it to express itself self-actively. It can no longer satisfy itself by memorizing fine phrases and repeating them in training schools and from public platforms. The time is ready for educators to practice the fine things they have been writing and talking about. For example: If it is true that self-activity is the basis of all self-knowledge and that self-knowledge is the basis of all true education then the demand is, that there *be* self-activity. Not talking self-activity and then exciting, suggesting or urging activity on the individual, but the simple unqualified, unmodified self expression native to the particular individual who needs to express it.

Educators are realizing that they have come to the cross roads in education where they must choose between the life and the form; between self-expression and impression; between freedom and repression.

Pedagogy is like a crazy patch quilt with its unrelated bit of this and bit of that stitched into a seeming relationship. I am not deriding pedagogy. I am stating a simple fact regarding it. It does not claim more for itself than to be a conglomeration of ideas as to ways and means for imparting information which is abstract and unrelated to the individual's present life. Education, however.

claims to see the individual as an entity. To see in the self-expression of the individual the chief factor in his development. The endeavor of education is to help the individual to unfold according to the law of his own nature and to help him to gain consciousness of the existence of that law.

The demand of the present race consciousness is to live life; to face the actual state and relation in which the individual finds himself. This demand educators must recognize, must respond to so that it may help the individual to discriminate between the imaginative and the actual, between that which is artificial to his actual life and that which is natural to his actual life.

Pedagogy may have a system, but education can have nothing to do with system. Systems are the feeble expressions of the thoughts which they were intended to demonstrate. Systems are never lasting nor even useful. This is shown by the tricks and devices resorted to to get the individual to accept them. A system is supported by rule; rule by imposition; imposition by organization, and organization is the Minotaur of all individual life.

No matter how useful a system may have seemed to be, it is finally found to hedge in and around life, it is never found to be in touch with life itself. Every thoughtful person knows this as a fact, and I only refer to it to prove my case.

Perhaps in the whole history of education there was never a system devised, more alluring and hypnotic than the system of the Kindergarten. Adults revel in it and never seem to question its integrity in relation to child life. But how does the child receive it? The child, as soon as he is unrestricted, repudiates it. As soon as the child leaves the Kindergarten room, he takes up the thread of his actual natural life as if no interruption had taken place. He is affected by the system in the Kindergarten atmosphere, but in no way does it influence his actions outside of the Kindergarten. I have noted the capacity and ability of children that have spent one, two and three years in the Kindergarten, and I have *never* met *one*, so far, who knew how to play any of the games outside of the Kindergarten, which they had excelled in while there.

This fact is tacitly recognized. And in one city that I have in mind, one of the acknowledged kindergartners was engaged professionally to direct the games of her kindergarten children at their birthday parties. I have also observed the same thing in relation to kindergarten material. It is a common thing to hear kindergarten

children speak of the different geometrical forms as "Those things." When I recall the geometrical drills that I have seen young children in Kindergartens put thru, I am surprised to find that they are able to throw their effect off so easily. Another point is their inability to duplicate the work done in the Kindergarten when away from it. This I especially noticed in a very bright child who had spent two years under the direction of one of the most able and thoughtful women to be found in the Kindergarten profession. At the close of the year, he brought home, with some mats, cards, etc., a willow basket beautifully made. The basket was always received with exclamations of admiration and it was worthy of it. How such a little fellow could make anything so perfectly was the question which a few adults could not answer to their own satisfaction. The child was asked whether he had made it all alone or if he had had help. He answered that the basket was only started for him and that he had made the rest of it himself. During his vacation he was present where some other children were weaving willows. He asked to have a basket started, which was done, and then he attempted to weave. I say *attempted* advisedly, because he was constantly asking to be shown how. When he was reminded that he should not require so much help, as he had made a basket before, he flushed a little, put the reeds aside and never took up the basket again. He kept saying, however, that he had made the fine basket. This was not true. No child of his age or capacity could do such a perfected piece of work. I have never seen one made by an adult amateur better shaped nor better finished than that basket was.

I am not attacking the kindergarten system because I know of a better one which I would substitute for it. I specialize it because it is the system that I am most familiar with. There is no system that I know of that is so perfected. It would operate without a hitch or halt if humanity were only more plastic or even as plastic as it is credited with being. But "That's the rub." Life isn't plastic at all. Life is positive and continually creative. The failure of every system lies in the fact that this fact is not recognized. Nature insists that the individual shall develop according to the law of his own being, while all systems endeavor to fix and control the expressions of the individual. System rests on rule; development on law. They are the very antithesis of each other.

If the system of the kindergarten ever did answer the needs of child life, it is very clear to any thoughtful, inquiring mind that it

does not answer the need of child life today. So let us close our ears to the seductive ways and means of the kindergarten system and place them close to the ground of child life. We shall then find ourselves at the original source from which Froebel drew his inspiration—the child. Then we, too, may be guided by the child to recognize and respond to that which is true and natural to child life of the present time.

If we must formulate our relation to the child, let us have a form that will be as fluid and flowing as life itself. A form that will never presume to lead life, but ever ready to follow life and formulate life as the stage and time of development demand. The principles of education which were to be made real and palpable to man thru the medium of the kindergarten have not lost their vitality. They are no longer demonstrated, that is all. Froebel has many followers but few disciples. To carry on the work of true education there must be no followers. Each educator must go to the source from which the knowledge is to be derived.

Followers of Froebel have in their hands that which all followers will ever have, the form. Such is the true condition of the kindergarten today. The gifts are constantly undergoing change. Now their bulk is increased; now their form is changed, and so on. To suggest a new device, with gifts or games, will cause one to be hailed as a saviour of the sect. With the advent of the program class, the child is no longer looked upon as creative. Every concoction prepared in the program class is intended for the plastic, passive life of the closet naturalist, not the spontaneous self active life of nature in the open.

How well I recall my first months of practical work in the kindergarten. I was an ardent disciple of the system, but I was also an ardent believer in human nature. Now I found myself face to face with two opposites. I tried to dove-tail them, but they wouldn't dove-tail. When I was faithful to the system, I could not look deep into the child's eyes. And the look that I did get always disquieted me and made me feel that there was a great barrier between us. There was the fascinating system with its artful devices to entrap the child and there was the simple, crude consciousness of the child, with its direct and open nature wondering what it was all about. After a few months of struggle as to which master I should serve, I concluded to stand by the child and let him lead me into a conscious-

ness of what was best for him. In consequence, the highly dramatized and asthetic forms were soon driven out of doors by the children and in came a roaring, lusty life, self assertive and seemingly imposible to deal with. Our kindergarten became noted for its noise, and no shattered nerves or nervously prostrated people could visit us. But what a change between adult and child! Now we could look deep into each others' eyes without being afraid or feeling any barriers. And we could laugh back and forth in true comradeship. The child was getting sure of me and I was learning to recognize his true needs and become responsive to them. The child, instead of sneakingly trying to have his own way, would shout for me to see him and participate in his act. The kindergarten never had more than two or three visitors in all that growing time of about eight years, who did not heartily disapprove and predict disaster and chaos to society if the work were allowed to continue. I was once asked, "What result do you expect from this unrestrained, unrestricted free relation with the child?" I had not been thinking of results to be gotten from the child. I was just thinking of having a true relation to child life, but there was the question which merited an answer. So I answered it as I believed it then. And I told my questioner that I did not expect any result during the kindergarten period, but that I was sure that the future life of the individual would testify to the truth of our relation. Results, however, followed thick and fast, until even my senses were convinced that in freedom, life is enriched an hundredfold. Kindergartners, visiting us, could not understand how children without instruction or training could do such fine work. And not only did they have no instruction, but they neither received suggestion nor criticism in relation to any of their self expressions. Bit by bit, I let the children rid the kindergarten of its stereotyped forms, but I still held on to the morning circle and the games. The children were not obliged to sit in the circle, but the very fact of having these forms made an atmosphere which was in turn encouraging or discouraging to the children. Just as soon, however, as the children realized that they actually had a positive voice in the things which surrounded or affected them, they abandoned every vestige of the conventional kindergarten, and so it came to pass that the new expression seemed to call for a new name. A name which should convey to the American mind just what it stood for, so it was decided to call it "Children's Play-house." And so it stands today.

And in the Play-house, the educators are the man and the woman united in the common endeavor to respond to and to recognize the real needs of child-life.

And the Play-house? Just a place where the child can express himself and have his neighborhood experience. It seems a little thing when it can be stated in such few words. But let us ask ourselves "Is it such a little thing?" Is it a little thing to have a place where the neighborhood life can be defined? A place which the individual can turn to when he leaves his home and so centralize his outside life that it will become as real and palpable to him as his home life? And the very fact of the child having the neighborhood home, the Play-house, is to correct the conception which man has entertained so long of the outside. His whole aspect of the outside life must be changed by his actual living experiences which must come to him thru his neighborhood life. He will no longer go out into an arena to fight an antagonist. He will go out to his neighborhood home to live the neighborhood life with his comrade. A place where the child can relate his social life and define his social experiences and realizations. Incidentally learning how to do things but primarily realizing thru his experiences with other humans the meaning of equality and equity. A place where every individual is free to act and free to get the reflection and reaction of his act. No rules of association framed or imposed on the individual but the principle of all association—Justice,—constantly emphasized, when human rights are invaded or outraged, the educators active in eradicating any point of advantage or privilege which one child may assume over another. Watchful also that association is not sensed by the individual, as the result of concession or compromise. Justice is the granite which supports the strata of human society. There can be no true society without it. And man must recognize this fact if he is ever to realize the full value and meaning of human association.

Before adult life can be fitted to educate child life, adults must recognize that every individual life is possessed of an integrity which holds it intact, and it must also be recognized that the individual conceives of this integrity within his own life thru his realization of the social integrity.

Consciousness is a potentiality within every human being, but the realization of consciousness is the result of nourishment, development and realization thru outside intercourse and relationship. The individual must sense the integrity in others before he can know it

in himself. Man first conceives of his respectability as clothes; his prominence, as things; his knowledge, as information; his culture, as manners of address or speech; and his character, the way in which he liquidates all outer obligations. After the individual has touched the integrity of outer relations and things, he then finds himself in touch with his own integrity. He then, and not till then, comprehends the why and must of things in his own life and in all other manifestations of life.

We feel, by our departure from the lines laid down by the kindergarten organization, that we are truly carrying on Froebel's work. The name Kindergarten, we are convinced, was only a sentimental reflection of Froebel's kindly feeling toward children. Froebel certainly did not believe that human life should be checked, trimmed or pruned as plants are treated in gardens. The name garden has misled the superficial to take the word in its form and not in the spirit in which it was intended.

It is of very little importance, however, what this name was intended to convey. The fact is that the name at the present time does not fit the lusty life of America. It is as ill suited to the child of today as a Fauntleroy suits and curls would be to a running, jumping, active boy. So we discard the name as something outgrown in evolution, feeling sure and confident that we are helping the cause of true education by so doing.

There are no charges for attendance at the Playhouse. There could be none. It is a neighborhood affair and is open to the children of the neighborhood who want it, and *only those who want it*. The running expenses for material, rent, lighting, heating, etc., is defrayed by a few who are interested in the work.

The new Playhouse which is just being finished, and which was specially built for the work by an interested "mother," we think is well adapted, as it consists of a large hall or playroom, small study, a carpenter or work shop, and kitchen on the first floor. The next floor consists of but two rooms and bath, where the educators will live.

We deem it necessary that the educators should be a part of the neighborhood life. And we think it still better that they should live in the Playhouse. This makes the life of the child more definite on the outside. We do not come from nowhere in the morning and go back to nowhere in the afternoon. The children know where to place us.

A THANKSGIVING DAY STORY.

ALICE DAY PRATT.

HE WAS a beautiful fellow—that red pine-squirrel with his cream-white breast and his sweeping tail. And proud of himself! No squirrel in the great pine forest was braver and prouder than he. And so it came to pass that when a man came into the forest, built a house for himself all snug and tight for habitation, and this squirrel discovered an attic room, just four inches high, cozy and tight, 'twixt lath and shingles, with a floor that sloped steeply up and steeply down, he made for himself a round front door and took up his residence there, defending it against all invaders.

And then, presently, came into the forest the child of the man who built the house,—“Brownie,” they called her, or “little brown girl,”—because of her brush of fluffy hair and her deep brown eyes. For two long days and two long nights the little girl had been riding across the plains, looking out over the prairie billows till her head grew heavy and her eyes ached, and she forgot whether it was day or night, and slept and dreamed, and woke and slept again, till in the afternoon of the second day she was suddenly wide awake, for there before her stretched a line of purple mountains, and she knew that somewhere deep down in their blue hollows was her father and her home.

So, just at nightfall, she came to the forest, and wondered at the great stillness and beauty of it.

With the little girl came a gray pussy with yellow eyes, who raced with the chipmunks till the night came down, and then curled on a corner of the buffalo robe that was the little girl's bed that night, high up in the little white room close under the roof, her room for always now, a room with sloping ceilings and a doorlike window, that let all of the beautiful outdoors come in.

How they slept that night, and how they woke now and then, to listen to the soft singing of the pines and the soft singing of the little brook, and to look at the shining stars between the tree trunks, and to nestle close together, and be so glad, so glad, that this was home! In the first quivering of the daylight a robin sang close by

the window, and then in the ceiling just above the bed there began a strange patter and clatter, rustlings and rollings, and whole avalanches of sound. The little gray cat, Midget, sat up with her eyes big and yellow, and as the little girl watched her and wondered at the noise, she dozed again and dreamed that Midget looked at her more and more strangely, with eyes that grew bigger and rounder, and told her that she (Midget) was queen of the goblins, and that her people were in the roof, but that never one of them should harm the little girl while she was near.

Then all at once it was broad daylight; the sunshine was brilliant in the room, and the little girl's mother was calling. The little girl knelt at the window in the blessing of the forest and the great mountains, and her heart grew great and glad, because it was all, all hers for ever and ever!

But who was this little redcoat poised on a branch just above her head, with forepaws drooping on his creamy vest and saucy head cocked now on this side, now on that? Midget jumped on the window-sill, and the little redcoat gave an angry whistle and shot up the tree to the topmost branch, where he sat and chattered and cried, and cried and chattered, and by and by slid down the tree head-foremost and disappeared into his round front door. And the little girl heard again the rustlings and rollings, the pattering feet and the avalanches, and laughed as she remembered her dream. (But always at night when she heard the noise the dream would come back to her and she would put out her hand in the dark to find the "queen" in whom her safety lay.)

So life in the forest was begun for the little girl, and Bunny had new friends and new enemies, new pleasures and new dangers. The yellow-eyed pussy watched from behind each stump and tuft of grass, but never could take him unaware. The little girl petted him with such things as he loved—with cookies and bits of sugar and ears of corn.

And there came new companions to the little girl—a buckskin pony and a black puppy.

So the summer slipped away and the autumn came, shining and wonderful. The pine cones hung green and heavy from the tufted branches and the acorns began to loosen in their cups. Then Bunny's harvest days began. Each morning with the first daylight he would put his house in order and shake down his stores to make room for the new day's harvest. How the old cones rumbled and rolled these

mornings, as he hustled them into the farthest corners! And all day long how the new ones fell thump, thump, upon the roof, and how unceasing was the patter of the little feet as he sped to and fro bringing in his stores! One acorn was scarcely worth the toilsome trip to the garret where the cones were stored, so many a little well was dug under the trees and filled with the choicest of the crop. And as he dug and filled, Midget lay constantly in wait. Sometimes he would lead her a chase to some distant point, and returning by a short cut to his work, would find that his half-filled well had been ravaged by some neighbor squirrel and every acorn taken. Then how he would cry and sulk and refuse to work and spit out spiteful little bits of squirrel wrath.

There were other things, also, that must be done while the sun was shining. By and by, when the little brook should be frozen dumb and the pines all silvered with frost, then how the biting cold would steal through that garret room and how warm the little nest must be that would keep it out. Twice, the line of white clothes fell in the dust on washing day, that a soft, fringed end of rope might go to the garret, and a bright new saddle blanket was quite ruined, that a certain little nest might be lined with softest felt.

How the mornings glowed with sunshine and the afternoons dreamed with haze! At noontime Bunny would pause in his work and scamper away to the brook for a drink, and if he found there a mushroom grown up since the night before he would cut it off and bring it home to store away for some mid-winter treat. Then he would go to the window-sill to see what the little girl had placed there for his dinner. Dinner over, he would stretch himself flat on some dead limb in the sunshine and sleep, while the flocks of jays cawed 'round him and the magpies flew over with graceful, dipping motion, and the world stood still in gentle meditation on the summer.

The little brown girl harvested, too. Down in the plum thickets on the prairies, where the red and yellow spheres hung thick and luscious, she filled her sacks while the buckskin pony nibbled the buffalo grass. Or, in the cañons, where the big black currants grew, she gathered many a basket for her mother's use.

The harvest was past, the leaves fallen, the robin sang no more at the window, but Ethel fed flocks of little winter birds about the door.

Still the weather held clear and splendid—only colder. The nights were wonderful with frosty stars in an inky sky. The ice on

the rain-water barrels, broken each day, grew inches thick, and the little brook was spangled with ice and embroidered with frost.

Thanksgiving was close at hand, and the little brown girl was serious. It seemed there was to be no Thanksgiving dinner—no turkey, no oysters, no cranberry sauce, no celery, and, worst of all, no doughnuts! Thanksgiving without those spicy, brown balls with their coating of soft white sugar! Such a thing had never been heard of before. There might be doughnuts, the mother said, if one of the men could be spared from the timber to go to the store, ten miles away; but yeast was gone, and sugar, and without yeast and sugar there could be no doughnuts, and a man could not be spared. The question seemed settled, but Buckskin unsettled it once more by thrusting his shaggy head over the fence and whimpering to Ethel: "What is ten miles," he seemed to say, "to you and me?"

The little girl on the buckskin pony reached the prairie with the first morning sunshine. Fingers and toes were tingling from the night chill of the cañon, but the air of the prairie was soft and mild, and the Indian summer haze crept almost to their feet and wrapped them 'round. Thud, thud, thud, fell the pony's small bare feet on the buffalo turf. Evenly the saddle rose and fell, and the air blew cool on the cheeks. The little brown girl had learned what many an older and wiser person has failed to learn, that who rides a horse goes not alone. How well they understood each other, the child and the pony! From the child, the light touch of the rein, the pressure of the little knees and feet, the tone of the voice. From the horse, the turn of the sensitive ears, the watchful eyes, the quick, responsive bound of the little feet. "Canter here," said the little girl. "Go softly now over the stones." "May I drink?" said the pony. "May I crop one tuft of grass where it grows so rich and fine."

Prairie-dog town must be passed thru, where they must pick their way with care, lest an unwary step carry them thru some frail roof. Funny little underground gentlemen, erect, watching the approach of the stranger, bobbing out of sight one by one, as he draws near, and bobbing up immediately behind to view him from the rear!

Then came a stretch of sage brush and thickets, at which the pony shied and snorted. Once, a great gray wolf—a cattle killer—rose slowly and slunk away to cover. The store was reached, the purchases made, the homeward journey accomplished. Only one slight accident had occurred. At the crossing of the brook, the box of yeast had slipped from its string and fallen into the water. The

little cakes were found to be soft and damp and must be dried. They were laid out, therefore, on the low roof of the kitchen, where the late sun fell. Late that evening, when the mother came to the kitchen to mix her doughnuts, the cakes were gone! Not one of the twelve, not a crumb remained to give a clue. Nor did diligent search nor speculation bring any light.

Thanksgiving Day dawned fair and fine, and they were very happy, the busy family, in their holiday, far from town and people.

There were two guests at dinner. One, in red fur coat and cream-white vest, sat on the windowsill without and nibbled dainties thoughtfully spread for him. The other, in gray coat, sat on the sill within and kept round yellow eyes on Ethel's plate.

There was rich roast pork for dinner and mashed potatoes and apple sauce, and black currant jelly and wild plum pie, and there were ginger cookies, that Ethel looked at thoughtfully. The thought of the lost doughnuts would come up now and then.

Five years later, the little brown girl—now grown a big brown girl—was away with her mind at school, while her heart still clung about the sweet, wild things in the old pine forest.

One day came a letter from her mother, in which she said: "The ceiling of your room has fallen, and we have taken out six bushels of old pine cones. We found many curious things among them; among others, twelve yeast cakes, packed all together in a corner—as hard as rocks."

CHESTNUTS.

Two brown babies in a rough green ball
Swinging away in a tree-top tall.
Up came the wind, and blew a hard blast;
Green prickly ball, hold fast, hold fast!

Down to the ground, with an awful thump
Fell the green ball—and such a hard thump
Cracked it wide, and the brownies jumped out!
The boys picked them up with many a shout!
—Maude Whitmore Madden in *Good Housekeeping*.

A TWENTIETH CENTURY ROUND TABLE.

A department open to the informal discussion of questions of importance to all practically interested in the nurture of children, whether as kindergartner, parent, grade teacher, or Sunday-school teacher.

WHERE ARE WE AT FAULT?

Despite our many inspiring and thought-provoking educational conventions, possibly because of them, the earnest educator is far from being content with the things accomplished in our schools. The time, thought and money spent on them do not turn out the manly men and womanly women needed by our great Republic in its days of stress and strain. From various directions come expressions of dissatisfaction, sometimes of dismay. Fortunately, however, the iconoclast frequently unites in the same person the passion of the builder-up.

We print on another page a paper by Mrs. Elizabeth Burns Ferm, a kindergartner of long experience. This expresses the writer's dissatisfaction with kindergarten methods as seen and experienced by her, and gives an idea of how she is working out a solution to the problem vexing so many minds. While we do not agree with all of Mrs. Ferm's criticisms we know her to be a strong, gracious woman who is faithful to the Light which has been given her and in the new path which she has struck out cannot fail to give to child-training some valuable truths. She is fortunate in being assisted by her husband, a man who to have the time to give directly to the work in which he and his wife are jointly interested chose a business (that of mechanical dentistry) which would leave his time at his own disposal. It was the editor's privilege to spend a delightful morning with Mrs. Ferm two years ago, when her Playhouse was at New Rochelle, N. Y. We found her at the ironing-board and while we talked she went on with her work. It is a part of her life to do her own work because she believes in self-activity and therefore cannot have servitude in the play-house, even tho the parents would like to provide help. She believes that the child must see the educator self-active in order to get more corroboration for his own impulse to self-activity.

The one great governing law which ruled here was that of justice and respect for the rights of others. Otherwise there was entire freedom and spontaneity. A kindergarten table stood invitingly out on the front porch. Interested people maintain the school and Mrs. Ferm is in no way limited by the demands of critical parents, for since they do not pay and send the children only because they believe in the attempt, the principal is free to carry out her ideas unhampered. She gives her services, as does her husband. As a result she is free in spirit, as few teachers are. The morning of converse with her as she pursued her simple, homely work was one long to be remembered, for it led one to the highest altitudes of human thought.

We continue to think, however, that Froebel could have found no more beautiful word to express just what we consider the right environment for the little child than this word "Kindergarten," for the little child needs nurture as well as opportunity for self-activity, tho, alas, we too often try to prune and clip too much. We want no stiff, unnatural garden of Versailles, but we want a garden nevertheless. In a garden each plant is restrained from over-running its neighbor's territory, tho allowed the full play demanded by its nature so far as it tends to the good of all. Outside the garden the self-activity of the weeds soon suffocates the feebler blades of wheat.

The writer's contention that the kindergarten has been oversystematized is without doubt true in too many instances. From other sources comes a like complaint relative to the other public school grades. But this is surely contrary to the spirit of the kindergarten and there are training schools and kindergartens to which this criticism would not at all apply. It is well, however, to have it brought to our notice and by one within the ranks and in a journal devoted to the interests of the kindergarten in its true development, until the evil cease to be.

This question of over-systematizing was discussed recently by Miss Haley, who inveighed vigorously against the retrograde movement now going on in some of our large cities. Classes are being increased in numbers which naturally means loss of attention to individual needs. The dry bones of the curriculum are being so perfectly articulated that there is no opportunity for spontaneity or individual initiative on the teacher's part. Each season's program is planned, sometimes down to the day's schedule without respect to teacher's or pupil's immediate needs. Another point raised by Miss Haley

was the fear in which the teacher constantly lives, of either diminution in her already meager pay or of loss of position if she venture to express an opinion concerning text book or methods of curriculum. If we make cowards of our teachers, what, said she, will become of a nation whose children are taught by teachers that are afraid to say what they think?

Again, in his recent address before the Chicago Kindergarten Club, Prof. Thurston reminded us that we were not yet free from the cut-and-dried program so ill-suited to a democratic people and we hear the same from other quarters.

Miss Haley spoke later of the splendid results of the new education in training the emotional nature with the motor activities of the child so that he, when grown to manhood, would not only see a thing to be done and feel that it ought to be done, but would put his feeling into immediate action and do the needy deed. All these points Mrs. Ferm is trying to work out in her Playhouse.

Another charge now being brought against the schools and one supposed to have its roots in the new education, is the lack of character in those turned out from the schools. In both New York and Chicago a return to corporal punishment is being urged, for all feel that something is wrong here. And here we meet with another of Mrs. Ferm's contentions. She urges a return to the child, "the original source from which Froebel drew his inspiration." But we do not need to leave the ranks of the kindergarten to do this. Under the guidance of men like Stanley Hall and Earl Barnes, we are already beginning to do that, though possibly in a way somewhat different from that pursued by Froebel.

In our November number we will give Mr. Thurston's address upon "The Teacher's Opportunity in Relation to Civic Betterment" with a report of the discussion of the November meeting at the Kindergarten Club, arranged to follow this address, on "To what extent can the kindergarten be made a self-governing community?" What methods have been found most effective? The question of how to best develop the power for successful self-government is being sought in many different ways; in boys' self-governing clubs; in efforts similar to the George Junior Republic; in organizations in the public schools. All are throwing light upon a dark problem. Mrs. Ferm's experiment will assuredly increase the illumination.

We hope that other Kindergarten clubs will discuss the question brewed in the Chicago Club and send us their conclusions. Meanwhile read the articles by Gilder and Fraulein Schepel in this num-

ber and use them to circulate among those needing conversion to what the kindergarten stands for; not the kindergarten system, but the kindergarten principles. With all its present faults the kindergarten as it is, fulfills, as Mr. Gilder shows, a vital function in our social body. But conditions change so rapidly that every thoughtful attempt like that of Mrs. Ferm is to be welcomed, for it is in such individual experiment that we gain the clues that can be later followed in the public schools.

B. J.

Apropos of the foregoing, we ask our readers to ponder over the significance of the two following paragraphs which we put thus together as suggesting one clue to our trouble and a possible cure therefor. The first explains itself. The second is a splendid passage from James Lane Allen's "Mettle of the Pasture."

"I just ran in," said a fond parent to a teacher, "to ask you not to mark Catherine's examples wrong, because, you see, she is such an awfully sensitive child, and it does hurt her feelings so." The request illustrated the rubber-tire plan of education—smoothness and swiftness, and "that pleasant look."—*Youth's Companion*.

"What is the mettle of the American? He has had new ideas; but has he developed a new virtue or carried any old virtue forward to characteristic development? Has he added to the civilizations of Europe the spectacle of a single virtue transcendently exercised? We are not braver than other brave people, we are not more polite, we are not more honest or more truthful or more sincere or kind. I wish that some virtue, say the virtue of truthfulness, could be known throughout the world as the unfailing mark of the American, the mettle of his pasture. Not to lie in business, not to lie in love, not to lie in religion, to be honest with one's fellow-men, with women, with God, suppose the rest of mankind would agree that this virtue constituted the characteristic of the American. That would be fame for ages."—*James Lane Allen*.

A SEVEN YEARS' SUNDAY SCHOOL COURSE.

All Souls' Church, Chicago, Jenkin Lloyd Jones, pastor, bases its Sunday School work upon a course laid out in 1888-9 by the Second Annual Institute of the Western Unitarian Sunday School Society that met in St. Louis that year. All Souls' Sunday School completed this course for the second time last June. It begins its fifteenth year this October going again back to the "beginnings of things." The course as planned by the conference is for six years and divides the program each year into two parts, taking up

from September to March a study of Religion, and from March to July a study of Duties, each one continuous and progressive to the end. All Souls' Church introduces a seventh year and devotes each entire year to a study of religion.

It is a course that enriches the life of child and adult in many directions, and parents and teachers may well count it a privilege to belong to one of Mr. Jones' two classes organized for those interested in the work. All of the Sunday School teachers are supposed to attend one of these classes. One meets on Tuesday mornings and is largely attended by mothers and other church members. On Fridays this year is held a class covering the same ground for the benefit of such fathers as wish to enjoy this great opportunity to become fellow travelers with their children over the road up which our ancestors journeyed with blood-stained feet, but upturned faces in their long search for God.

Mr. Jones rightly considers the Sunday School one of, if not the most important of the pastor's obligations. Though he delegates the superintendency, he is himself always present, before and after the class sessions, to direct the general exercises in which all take part. These consist in responsive services and singing. The Beatitudes are repeated responsively and for several years Ruskin's "Creed of the Guild of St. George" has been recited. This year that will be said once each month, but for the regular Sunday service the Ten Commandments and the XIII chapter of first Corinthians will be repeated. The lesson of the previous week is reviewed by the pastor:

The outline of the seven years' course is as follows:

First year: Beginnings; the legend and the true Story.

Second year: The religions of the Older World.

Third year: The Growth of the Hebrew Religion.

Fourth year: The blank leaf between the Old and New Testaments. The Apocryphal Literature. The Hebrew religion meeting the Classic world. (This is the year's study introduced by Mr. Jones.)

Fifth year: The Flowering of the Hebrew Religion. New Testament, Jesus and Paul, partly chronological, but mostly analytical, e. g., Jesus and the poor; Jesus and the rich, the sinners, the sick, his beatitudes, his parables, etc. Paul, the man; his work, his letters, etc.

Sixth year: The Growth of Christianity. The Greek Church, the Catholic Church, Protestantism, etc.

Seventh year: The Flowering of Christianity. The rise and growth of the liberal Christian movement and its tendency toward a universal religion. A biographical study of its martyrs and its leaders.

Each teacher must necessarily adapt his work to the requirements of his class as modified by age or other conditions. In Mr. Jones' normal classes the teacher gains enthusiasm and living interest in his work. To assist him in the collection of data and a knowledge of facts necessary to the successful accomplishment of his task two very helpful little publications are used as a basis. The one, "A Six Years' Course of Study," published by the Western Unitarian S. S. Society, Chicago, and giving in more detail the outline presented above. Price 15 cents. The first year's study is quite fully outlined. The other, called "Beginnings," is a most valuable and interesting pamphlet by A. W. Gould and forming an important complement to the former. It treats of the beginnings of things from the side both of myth and science, legend and history. After a preliminary discussion of the differences between myth and science, history and legend, it takes up the question, "How the world began," giving the Bible story and those from Babylonia, Phoenicia and America. The next lesson tells the story as assumed by science, the nebular hypothesis. How the floods came is discussed in two lessons, the one telling many deluge legends, the other again the facts of science. In succession other topics treated thus from the two sides are, "How Man Began; Man's Early Home; How the Arts of Life Began; How Languages Began; How Communities Began; How Death Began; How Sin Began; How Laws Began; How the Soul Began; How the Thought of God Began; How the Thought of Heaven and Hell Began; How Sacrifice Began; How Priests Began; How Temples Began."

With each subject is given a text from the Bible and one from some other source, ancient or modern. Also notes and references, questions for the teachers to think over and hints for use with the children.

This pamphlet is published by the Unitarian S. S. Society, Boston. Price, 25 cents. Kindergartners will find it an interesting addition to their library.

After finishing this seven years' course, Mr. Jones continues

with the older children in what he calls his confirmation class a study, covering again but more richly, the main points, presenting each child at its close with a copy of Emerson's "Conduct of Life."

Any child or teacher who has completed the entire seven years' course receives from the pastor a copy of the American version of the Bible.

Under the teacher's direction the children write down brief notes in blank books provided for the purpose, but the aim of this Sunday School is not to burden the memory with dry facts or troublesome details. The desire is by thus sympathetically re-living step by step, all man's patient inquiry for truth and deep-seated longing for God, to arouse such a sense of unity with all such true-hearted seekers of the past and the present that our children of today will be able to recognize their debt to that past and be thrilled with a passion for the truth and a joy in bearing witness to the Light as they see it, in lives of faithful research, open-mindedness and loving service.

Read in the *Outlook* for October 24 "The New Old Testament," a concise but thrilling summary of the meaning to humanity of the Old Testament thru its great, heroic leaders. You will want to preserve it for reference. Its point of departure is Dr. Henry Smith's recent volume, "Old Testament History."

PRACTICAL SUGGESTIONS FOR A THANKSGIVING PROGRAM.

What does it mean to celebrate Thanksgiving in a childlike way? This question comes home to Kindergartners with great emphasis.

To the country child, the beautiful experience of the harvest time is interwoven with his thought of the festival,—the ingathering of the fruits, the storing of vegetables, and the cycle of growth from seed time to harvest.

The little city child in the Settlement Kindergarten knows practically nothing of his country cousin's experience. To make it real to him without background of interest born of his own imagining is in vain. Yet the ideal of the harvest time is inevitably bound up with the Thanksgiving festivity. How much of this that is the actual possession of these little ones in the city?

Certainly the visit to the market garden, if there is one within reach, to see the squashes and pumpkins growing in their goldenness before they are taken to market. Even tho' the market garden may not be practical, there are unexpected treasure troves of gardens to be

found in the tiny yard-spaces behind the high fences, and back of the dingy tenements! Blessings on the dear mothers who keep alive their old-country feeling for field and wood! Their tiny garden beds are abloom with "four o'clocks and evening stars," or their cabbage patch filled with popcorn growing for Santa Claus, or pumpkins for the Thanksgiving pie!

Going to market is the delight of any youngster's heart. Why not take your small family to some neighboring market to buy the pumpkin for their pumpkin pie? And to the grocery to buy materials for making the ginger bread boys they love?

Of course, the finest fun of all will be cooking the simple things for their Thanksgiving party! If the idea of preparing and cooking either one or both of these things in a Kindergarten which has no cooking conveniences, I fully believe a little ingenuity on one's own part will make it quite possible to do it, and easily, too! Any Kindergarten who wants it may secure either a small gas or oil stove for a few days to use. The evolution of the pumpkin pie is an easy thing after that, for given the pumpkin, the children will be able to make the filling of the pie. As for the crust, either make it yourself or ask one of the children's mothers to do it for you, if you provide the material. Ask her to bake it for you, too. Will she refuse? Never! if she is as loving and full of interest in the Kindergarten home as the mothers I know.

The making of the ginger bread boys will be a comparatively simple matter if you plan your preparation carefully, so that little room is left for missing. Two practical suggestions will be a large bowl for stirring the materials together, and a big bread board for the rolling and cutting of the dough. Let the children have the dear delight of stirring and rolling the dough even at the expense of lots of time and patience on your part. They will, doubtless, be well content then to watch you cut out the little men, provided they may put in the cloves or currants for eyes and buttons down the front of his jacket! When they are in the pans they, too, may be taken to a mother's for the baking. If the oven cannot come to the Kindergarten, then surely pies and ginger men may go to the oven!

The ideal Thanksgiving story for children has not yet been written, I believe. When it is it will surely be "Thanksgiving Day at Grandpa's House." Grandpa's house must be in the country, and the story will be full of the sweet homely detail of the family life. The getting ready, the ride with father and mother and baby in the

train, grandpa's meeting at the station, the ride to the farm in the wagon behind "Dapple Grey" and "Nellie Bly," or whatever names one chooses for grandpa's horses, grandma's greeting, helping grandma with the grand preparations, the frolic in the hayloft, playing "blind man's buff" with grandpa at night. Almost every child, however poor, possesses the riches of a grandpa and grandma somewhere! A visit to them is either a common occurrence or else a much looked for delight to them! The country, however vague may be their actual knowing of it, is at least a large place where many, many flowers and trees and green grass grow. The delight of the rides in the train and wagon, the helping with dinner, the frolic with grandpa are common experiences glorified by the festival occasion into somewhat of an ideal! The possibilities of growth toward a higher-knowing of any beautiful experience are very great when they are based upon the warm vital experiences of the childish heart. The near personal interests of his every day life form the only way by which he first reaches his tiny corner of Kingdom Come! Play out such a story at the Thanksgiving time with a real grandma if you will who comes to visit you, and they can be found! Or dress up a play grandpa and grandma, a thing children dearly love to do! Top it off by the Thanksgiving party with the pumpkin pie and the ginger bread boy of their own make and you have a Thanksgiving feast fit for any child's garden!

The question arises as to the real significance to the child of the historic meaning of Thanksgiving! With a sigh we let go of our old time honored New England notion that what is of such vital meaning to us in the story of our Pilgrim fathers and their first Thanksgiving will mean very, very little to the child-consciousness. To us the fact that they left home and country to worship God in their own way, and that their first Thanksgiving was really a religious service to thank God for their deliverance from the long famine and sickness, means much. The little one has not yet grown up to the understanding of such experience. What will appeal to him in the story? The journey in the big boat, the birth of the baby on the ship, the little girl who jumped on shore first, the building of the big house where everybody lived at first, the store and the church, the fact that for a long, long time they did not have enough to eat, and when another big ship came they had all they wanted, so they cooked many things, and had a big party and invited the Indians to come! This is about all that a little child will gain from that beautiful story of the first

Thanksgiving Day. These pictures will be visible to him only in the homely setting of his every day surroundings. The whole background of the "forest primeval" our imagination must supply to the city child. The log house will be just his own or a neighbor's home built of boards from the lumber yard or bricks. It is our own sense of imagery we would supply to him to fill his lack in telling the story. At best his picture will be but a crude and elemental one of that first Thanksgiving Day. Whether the real meaning of the festival in its historic setting is brought home enough to the child consciousness to make it worth while to tell the story, or whether it is better to "bide a wee" until the child's appreciation of such things has grown with his growth must be a matter of individual choice with the Kindergarten.

As to the religious meaning of the Thanksgiving tide. Is it not well to suffer the children to enter into its joy in their own way, through their own happy self-activities? The most wonderful experience in the world is to understand when Love speaks to the heart of a little child, and leads it into a higher consciousness of the Heavenly Father. If thanksgiving means thanksgiving, then the little child in his spontaneous joyousness shall lead us if we are wise enough to follow, into a sweeter knowing of beauty of this holiday time. So the few songs of praise which we sing with them at this time should be thought of as the simple, natural outgrowth of our happy family experiences in our Kindergarten home, rather than as hymns whose meaning we must make clear to them from our own standpoint. They know their joyous meaning, tho' they will not tell it to us except in the "sweetness and light" which comes into their faces as they sing, and the gleeful bubbling-over of happiness in their Thanksgiving work and play with us.

LILLIAN MATHER LATHROP.

PROGRAM FOR NOVEMBER.

THE SEASONS COMPLETED WORK.

MONDAY. *Circle Talk.* The farmers' work in the fall recalled. He has much to do because winter is coming. The food and care the farm animals need during winter.

Table Periods. Laying out farm with buildings for animals, in sand table or with large blocks. Folding or cutting and mounting of barn, or clay modeling of animals.

TUESDAY. *Circle Talk.* How the birds the farmer does not feed get food during winter. Story, "The Travelers go South" (Among the Forest People, p. 186).

Table Periods. Clay modeling of birds. Painting birds or the fruits they feed upon.

WEDNESDAY. *Circle Talk.* The birds' stay in the south and their return in spring.

Table Periods. Making trees and bushes in which birds build nests, in sand table. Building bird houses made for some birds, with third or fifth gift or large blocks.

THURSDAY. *Circle Talk.* What the insects do when winter comes. Story, "The Cricket's School" (Among the Meadow People, p. 38).

Table Periods. Modeling cocoons on twigs. Making hives in which bees store honey, with gifts or large blocks.

FRIDAY. *Circle Talk.* Cocoons examined and compared, and their story told.

Table Periods. Drawing to represent the stages in an insect's life. Making paper butterflies.

SONGS AND GAMES FOR THE WEEK. Dramatization. Farmyard games. "The Wild Geese" (Tomlins). "Leaves, Flowers and Fruits" (Holiday Songs, p. 71). "The Cradle Nest" (Holiday Songs, p. 66).

PREPARATION FOR WINTER.

MONDAY. *Circle Talk.* Story, "The Wild Turkeys Come" (Among the Forest People, p. 175).

Table Periods. Cut pictures of trees in which the turkeys roost, or model eggs and nest. Sew or paint pictures of eggs.

TUESDAY. *Circle Talk.* The animals that go to sleep during the winter (Sleepy Time, Child Garden, Vol. V., p. 17). Story, "The Biggest Little Rabbit Learns to See" (Among the Forest People, p. 113).

Table Periods. Making a simple rabbit poster, or modeling rabbit. Building hutch for tame rabbits, with appropriate gifts or large blocks.

WEDNESDAY. *Circle Talk.* Other animals that live in the ground. Specimens from museum or pictures shown. Diagrams of burrows drawn on board.

Table Periods. Clay modeling or cutting of animals. Sorting nuts and seeds these animals eat.

THURSDAY. *Circle Talk.* The falling of the leaves and the sleep of nature.

Table Periods. Painting trees with autumnal foliage. Sorting leaves of common trees.

FRIDAY. *Circle Talk.* "The Ruffled Grouse's Story" (Among the Forest People, p. 198).

Table Periods. Cutting and mounting leaves. Modeling nuts and acorns.

SONGS AND GAMES FOR THE WEEK. Animal songs and games, and autumn songs already learned. "Autumn Song" (Holiday Songs, p. 65).

PREPARATION FOR THANKSGIVING.

MONDAY. *Circle Talk.* Before winter comes we have a day on which we say "Thank you" for all the good things the summer has brought us. What these things are.

Table Periods. Cutting and mounting pictures of vegetables, fruits or flowers from catalogs. Painting or modeling vegetables.

TUESDAY. *Circle Talk.* How things look out of doors when the "Thank You Day" comes. The shortness of the days. The children's shadows contrasted with their summer shadows.

Table Periods. Making picture of sun and rays with sticks and rings. Cutting trees as they appear when days are short.

WEDNESDAY. *Circle Talk.* Measuring children's shadows with lamp held high and same held low. Why shadows the sun makes are long now and short in summer. Measure of children's "sun pictures" taken at intervals of a week to show increase.

Table Periods. Laying sticks to show difference in length of shadows during day. Sewing to represent the above.

THURSDAY. *Circle Talk.* What people do on the "Thank You Day" mentioned. The church service. The friends we visit or who visit us. The Thanksgiving dinner.

Table Periods. Building church with large blocks or appropriate gift. Cutting and mounting picture of church.

FRIDAY. *Circle Talk.* The children's Thanksgiving experiences and recollections told.

Table Periods. Gift sequences of dining room furniture. Free representation.

SONGS AND GAMES FOR THE WEEK. Autumn songs and games continued. "A Song of Thanks," "Thanksgiving for Harvest," and "Winter" (Holiday Songs, pp. 72, 75 and 78). "My Shadow" (Gaynor, p. 62).

THE THANKSGIVING STORY.

MONDAY. *Circle Talk.* The story of the people who lived across the water in a country called England. Their reason for going to a new country called America.

Table Periods. Making two bodies of land with ocean between, in sand table. Painting landscape, showing land and water.

TUESDAY. *Circle Talk.* The journey across the ocean which the "Pilgrims" took. Their ship, called the Mayflower. The landing in America. What the country looked like.

Table Periods. Making sailboats from wooden trays. Drawing different kinds of boats.

WEDNESDAY. *Circle Talk.* The log houses the Pilgrims built. ("Log" houses built from corn cobs.) The furniture in the houses. The mode of life.

Table Periods. Making "logs" from newspapers rolled into cylinders, and building a house from same. Making sequence of furniture with large blocks or appropriate gift.

THURSDAY. *Circle Talk.* The Pilgrims' farming when summer came. Their decision to have a "Thank You Day."

Table Periods. Modeling simple farming implements. Drawing corn stalks.

FRIDAY. *Circle Talk.* The Pilgrims' first Thanksgiving. Their guests, the Indians.

Table Periods. Stringing beads such as the Indians wear. Free representation.

SONGS AND GAMES FOR THE WEEK. Songs already learned continued. Dramatization.

THANKSGIVING DAY.

MONDAY. *Circle Talk.* Story of the Pilgrims' Thanksgiving dinner. Their guests, the Indians. Their strange manner of eating. Their other strange customs.

Table Periods. Cardboard modeling of table and seats used by Pilgrims, or making same with large blocks. Setting the above made table, with parquetry for dishes.

TUESDAY. *Circle Talk.* The Pilgrims' Thanksgiving contrasted with ours. The things we have that they did not have.

Table Periods. Clay modeling of dishes used by Pilgrims. Folding napkins and table cloths used now.

WEDNESDAY. *Circle Talk.* The children's own plans for Thanksgiving. How to make some one happy.

Table Periods. Weaving baskets in which to send Thanksgiving or Christmas offerings, or second gift exercise illustrating preparation for dinner. Free representation of something relating to Thanksgiving.

SONGS AND GAMES FOR WEEK. Thanksgiving songs and games already begun. Dramatization of household activities. Pantomimes, showing conduct of Indians.

INDIAN CORN SONG.*

(Wa-ge-min, Wa-ge-min.)

HARVEY WORTHINGTON LOOMIS.

Allegro moderato. mp

1. Crooked ear, crook-ed ear; Walk - er at night,
2. Wa - ge - min, wa - ge - min, Pai - mo - sa - id,

mp
Con Ped.

Stop, lit-tle old man,..... And take not to
Ba - kan Ke-nai zee..... Ka san - giz - zes-

flight..... Crook - ed ear, crook - ed ear;
se..... Wa - ge - min, wa - ge - min,

mp

* The composer has adhered to the cadence peculiar to American Indian melody.

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The odd little Indian Corn Song which we are enabled to present this month thru the courtesy of Miss Hoper and Mr. Loomis is one of a volume to be called "Echoes from the

Stand - ing so strong; Lit - tle old crook - ed
Ki - na - bo - wid Wa - ge - min, wa - ge -

man,..... I'll give you a song,.....
min..... Nin - zah nu - ga - mood,.....

Crook-ed ear, crook-ed ear!.....
Wa - ge - min, wa - ge - min!.....

Wigwam," which is soon to appear upon the market. Mr. Loomis writes that in warm nights the corn grows so fast that you can hear the ears crackle as the unfold. Hence the phrase "Walker at Night."

AMONG THE KINDERGARTNERS.

THE SESAME HOUSE FOR HOME-LIFE TRAINING is a kindergarten training school in London, England, that was founded in 1899 on the lines of the "Pestalozzi Fröbel House" in Berlin; and is managed by a committee appointed by the general committee of the Sesame Club. Fraulein Annette Schepel is the inspirational principal. The general aim is to form a connecting link between the book-learning of the college or school, and the practical administrative work of womanhood. There is no age limit. The training is planned for gentlewomen and girls having for a first object their own development, whether they wish afterwards to use the knowledge and experience thus acquired in their own homes, in parish work, or for the purpose of gaining a livelihood as lady nurses to children, kindergartners or nursery governesses. The work, both practical and theoretic, is so arranged as to center round the education and nurture of children, and the internal management of a household in all its branches. Sesame House stands by itself in a large old-fashioned garden in a quiet neighborhood five minutes' walk from Regent's Park and within easy reach of Hampstead. Children from the district round attend the Free Child-garden morning and afternoon. Under the supervision of Miss Schepel and a certificated mistress, the students work among the children in small groups at a time (not necessarily every day), studying their educational and physical needs. Practice is provided both with classes and with Baby-groups; and special arrangements are made for those who wish for practice in a well-managed lady's nursery. The Child-garden (or Kindergarten) has been certified by H. M. Inspectors as efficient for sixty children of kindergarten age. The mornings are given to practical work, either in the house, in the kitchen, in the garden, or with the children. The practice includes a regular course in Cookery (vegetarian and ordinary cooking), Needlework (mending, making and cutting out of children's garments), House Management and Cleaning, Nursery Laundry, Vegetable and Flower Gardening. (On every subject the student keeps her own note-book of work done.) In the afternoons, classes are given on Educational Principles and Methods, Simple Psychology, Nature Studies in Botany and Zoology, Singing and Elocution, Geometry, Brushwork, Designing and Modeling, Domestic Hygiene, Fröbel Occupations, etc., History of Educational Reformers, and their writings. Saturday afternoons are free. Occasional expeditions are organized to the museums and picture galleries, to concerts, to Westminster Abbey and its chapels, to Epping Forest and elsewhere. These are optional. There are three terms of thirteen weeks each, the work of each term representing, and being guided by, the season of the year. Students may enter at the beginning of each term, *i. e.*, in September, at Christmas, and at Easter. A certificate based upon repeated inspection of the students' work, and an oral examination each term, will be presented to those who have satisfactorily completed their year of training. For those who desire them, good situations are found, with salaries varying according to the age and capacity of the student.

We are pleased that through the courtesy of Frl. Schepel we are able to give to our readers her fine paper on the "Place and Value of the Kindergarten in a Complete Scheme of Education."

The opening meeting of the Philadelphia Branch was well attended. The special features of the afternoon were an address by Miss Caroline M. C. Hart, formerly of Baltimore, and the presentation of a picture to the Kindergarten of the School of Observation and Practice, in honor of Miss Anna Hallowell. Miss Hart spoke of the meaning of true freedom; of the spontaneous right action, unprompted by "I ought," which was the measure of the perfect recognition of law. To Miss Hallowell we owe a debt of gratitude for her enthusiastic and persistent labors in behalf of the Kindergarten movement in America, and especially in Philadelphia. She has been constant in her efforts to raise the standards and to have Kindergartens received as a part of the regular school system. It is our intention to each year present a picture, well framed, and suitably inscribed, as a tangible proof of our recognition of her services. On behalf of the society, Miss Anna W. Williams presented "Madame Le Brun and her Daughter," which was accepted for the Kindergarten by Miss Anne Heygate-Hall. We are promised an unusual treat this winter, having secured Mr. Walter Damrosch for a series of lecture recitals on Wagnerian opera. We shall have large and enthusiastic audiences, as it has been decided to give the general public an opportunity to purchase tickets for this course.

V. B. Jacobs, Cor. Sec.

We learn that Earl Barnes, after fulfilling present lecture engagements, will again go to London, there to delve in the riches of the library of the British Museum, preparatory to publishing a history of education—a work for which he is rarely equipped by his experience as investigator and as teacher.

Mr. Barnes gave two of his valuable lectures to delighted Chicago audiences in October. They will be reported in the December number.

Miss Sumner's addresses will be full of inspiration. They will be reported later.

The Committee of Fifteen appointed by the Pittsburg convention to formulate contemporary kindergarten thought will soon meet in Washington. It will be remembered that the original three who were to select the remaining members were, Miss Blow, Mrs. Putnam, and Miss Wheelock. The remaining twelve were Mme. Kraus-Boelte, Miss Annie Laws (now president of the I. K. U.), Miss Harrison, Miss Hart, Miss Fisher, Miss Patty S. Hill, Miss Niel, Miss Curtis, Dr. Merrill, Miss N. A. Smith, Mrs. Page, Miss Haven; the advice and co-operation of Dr. Harris, Prof. Dewey, Dr. Hanus and others will be asked. The Kindergarten world will await the result of these conferences with much interest.

Plans for the Ohio conference of Kindergartners to be held in Cincinnati, are about matured. Friday noon, luncheon will be served to visiting Kindergartners at the Training School Building, on Linton street, thus extending to all a hearty welcome. Friday afternoon Miss Annie Laws, President of the International Kindergarten Union, will give some practical suggestions on the

Organization and Conduct of Mothers' Meetings. Following this the topic of rhythm in the Kindergarten with appropriate and simple instrumental selections, will be presented. In the evening Dr. Jennie B. Merrill, Supervisor of Kindergartens in New York City, will address the conference.

Saturday morning will be devoted to a business session and several five-minute talks on practical themes, by representative Ohio Kindergartners.

Circulars will be mailed all Kindergartners in the State, giving detailed program, railroad rates, hotels and other items of general information. Suggestions will be heartily welcomed by the committee. The dates are Nov. 27-28.

Anna H. Littell, Dayton; Elizabeth Osgood, Columbus; Mrs. A. H. Alford, Warren; Mina B. Colburn, Cincinnati; Mabel A. McKinney, Cleveland, chairman.

REPORT OF WASHINGTON, D. C., KINDERGARTEN CLUB, Miss Susan Plessner Pollock, President:—The subject discussed at the Wednesday afternoon meeting, Oct. 7, at 1426 Q st., N. W., was: "The Kindergarten Club—Its Scope and Purpose." To widen influence, to deepen thought and to enhance happiness and power individually and collectively is its aim. The motto for 1903-4 is: "It is good to give a man a new idea, but it is better to give him a high motive." The scope of the Kindergarten Club was found to include home work, normal study, church and Sunday School work, temperance and charity work, free public practical exemplification of Kindergarten instruction with children, free lessons and lectures, hand work and theory with adults and questions in sociology, philosophy, science and general educational subjects. Topics decided upon for the current year were medical lectures, the study of the Mothers' Council, written by Mrs. Louise Pollock, and a monthly question box.

C. R. Noerr, Cor. Sec'y.

The Northeastern Association of Wisconsin met at Sheboygan, Oct. 23-24, the Kindergarten Department being presided over by Mrs. Medora Gammon, of Appleton, Wis. The following papers were read:

Mrs. Medora Gammon, Appleton, Chairman.

1. The Ideal Kindergartner—Miss Sadie Johnson, Neenah. Discussion, Miss Alma N. Neumeister, Sheboygan. 2. How may Mothers be Induced to Co-operate with the Kindergartner?—Miss Mary P. Whipple, Menasha. Discussion, Mrs. G. A. Alexander, Manitowoc. 3. Practical Child Study in the Kindergarten—Miss Nina C. Vandewalker, Milwaukee. Discussion, Miss Faye Henley, Oshkosh.

The Oakland (California) Kindergarten Training Class was placed upon the state accredited list in September. This gives them credentials for public school kindergartens throughout the state. There is an Oakland class and a Sacramento Branch class.

WANTED AT ONCE—Copies of the KINDERGARTEN MAGAZINE for January, 1903.

BOOK NOTES.

INDIAN BASKETRY AND HOW TO MAKE INDIAN AND OTHER BASKETS; by George Wharton James. A book that once taken up it is difficult to lay down, containing, as it does, a wealth of information and inspiration in its 400 pages. This volume, the third edition, really includes two books, which together treat of basketry from every conceivable standpoint. For this reason it will be widely read by people who are interested in basketry from very different reasons. The first part, "Indian Basketry," makes its special appeal to the ethnologist, the artist, and the poet, while the latter part will be found of great practical value by the would-be basket maker and the teacher. Fascinating illustrations charm the eye while they illumine the text. A few paragraphs discuss the possible origin of basket-making and its relation to pottery. What it meant to the primitive women and thru her development in skill and aesthetic feeling, what it means to our own culture and comfort, is well outlined in the following words:

Indian basketry is almost always the work of Indian women and, therefore, its study leads us necessarily into the sanctum-sanctorum of feminine Indian life. The thought of the woman, the art development, the acquirement of skill, the appreciation of color, the utilization of crude material for her purposes, the labor of gathering the materials, the objects she had in view in the manufacture of her baskets, the methods she followed to obtain those objects, her failures, her successes, her conception of art, her more or less successful attempt to imitate the striking objects of nature with which she came in contact, the aesthetic qualities of her mind that led her to desire to thus reproduce or imitate nature—all these and a thousand other things in the Indian woman's life are discoverable in an intelligent study of Indian basketry.

One has but to study the history of all industrial, as distinguished from military occupations, to see how honored a position woman has won by her indomitable energy, her constant industry and keen wittedness. She has not been merely the wife, the mother, the nurse of man, but the teacher in many arts which man now proudly and haughtily claims as his own sphere.

As we look upon the stolid, heavy figures and faces of these artists in basketry it is difficult to realize the depth of feeling, the fancy, imagination and religious spirit that are revealed by a sincere and sympathetic study of their art. The chapters in Indian Legend, Indian Ceremonial and Symbolism, give us glimpses into the inner life of a people which is worth much. We learn, for instance, that the basket plays an important part in every epoch of an Indian's life. It forms his cradle; he eats from it the sacred meal at his marriage ceremony, and yet another kind is placed in his grave. We are astonished at the great variety of material used in basketry, as well as the many weaves and stitches used in making the many forms and the ornamental and symbolic designs. We can well believe the primitive woman knew all the possibilities, as well as the limitations, for use and beauty of the roots, stems, and leaves of her environment. A full and well illustrated chapter discusses the origin and development of geometrical designs. Did the complex fret gradually evolve, step by step, from simpler elements and suggest

later the scroll and volute, or were the designs born of direct imitation of forms seen in nature? Mr. James inclines to the latter view, quoting in confirmation from Cushing, as follows:

Those who have visited the Southwest and ridden over the wide, barren plains during the late autumn or early spring, have been astonished to find traced on the sand, by no visible agency, perfect concentric circles and scrolls or volutes yards long and as regular as tho drawn by a skilled artist. The circles are made by the wind driving partly broken weed-stalks around and around their places of attachment until the fibers by which they are anchored sever and the stalks are blown away. The volutes are formed by the stem of red-top grass—drifted onward by the whirlwind, yet around and around their bushy adhesive tops.

There are pictures showing designs derived from plant and animal forms as well as from natural phenomena, as lightning, clouds, etc. In this connection it is interesting to read that a design which in its varied forms is highly suggestive of that very ancient of units, the fylfot, represents, according to these Indian weavers, in its central design, the source of their water supply, the lines leading from it being the winding streams. Among the pictures of interest to the general reader is one of Helen Hunt's heroine, Ramona, holding the star basket, sacred to the memory of her murdered husband. The connoisseur and basket collector will be attracted by the chapters, "Baskets to be Prized," and "Hints to the Collector," while "How the Art May Be Preserved," has suggestions for the sociologist and philanthropist. The second part, "How to Make Indian and Other Baskets," gives thoughtful hints to the teacher. There are many pages upon the preparation of material, the various weaves and stitches, the making of natural dyes and beautifully clear illustrations and definite directions for making a great many kinds of articles from raffia, reeds, splints, etc.

The spirit in which the book is written stirs in the reader a sense of the universality and of the religious character of all true art. It is a book that widens one's horizon, even tho we stir not from our own doorstep. And it dignifies the work of women and the arts of peace. A few pages at the back tell of the Basket Fraternity, organized to bring together those who have felt the charm of Indian Basketry and desire to perpetuate it in its purity. A bibliography completes each section of the book. A misspelled word here and there shows carelessness upon the part of proof-reader or compositor. Published by Henry Malken, New York. Price, \$2.50.

In connection with Mr. James' article on Basketry in this number of the KINDERGARTEN MAGAZINE our readers will be interested to read an article in the October number of the *Craftsman*, "Nursery Wall Coverings in Indian Designs." These designs are adapted from Hopi pictography. These were usually made on a level surface on the ground. In one, symbolizing the elements, the design is virtually a transcript from the altar of the Antelope Fraternity of a Hopi village. Two of them, if repeated in the subdued coloring of the baskets might prove agreeable, but the others with their many angles and zig-zag lightning would, if many times repeated, be far from creating the reposeful atmosphere so needed by our high-strung American children. The design intended to decorate a small, curved article, the law of whose material imposes the use of a unit more or less angular, is not necessarily pleasing when applied

to an extended, vertical plane surface. The designs thus used are besides the one above named, one whose unit is "the Thunder-bird," one called "the Storm," showing clouds, thunder-bird and lightning; "The Forest," showing conventionalized shrubbery, with hill, cloud and warrior; "The Happy Hunting Grounds," illustrating a mountain, a cloud, a flock of wild geese (highly conventionalized) deer, and hunter. These designs are intended to be stenciled with dyes, upon a canvas-like fabric. Full suggestions for color scheme are given. The writer concludes: "These designs, which may be executed at little cost, if hung upon nursery walls, might show the Indian to our children in a new and better light; no longer as the scalper of men and the murderer of children, but as a being of simple life, possessing crafts, arts, a system of morals and a religious faith not to be despised." This is a suggestion well worth acting upon, but the same can be taught the child through the designs as found in the articles made by the Indians and for which they were originally planned. Whether our readers agree with us or not they will be interested in studying these adaptations of primitive art to modern decorative needs.

THE STORY IN PRIMARY. Instruction. "Sixteen Stories and How to Use Them." By Samuel B. Allison and H. Avis Perdue. Mr. Allison, while superintendent of the Keith School, Chicago, worked out, with one of his primary instructors, a plan of instruction for ten first grades using folklore stories as a basis of correlation and Herbart's "Formal Steps" as the basis of method or manner of presentation. The text of fourteen of the tales has been translated from the German of Hiemish. Andersen's "Fir-tree" and Miss Harrison's "Hans and the Four Giants" have also been included. They are arranged in four groups, beginning with those that center in the home and leading out from them to those that have a more extended circle of relationships. The longer stories are supposed to be continued for several days. Each is introduced by what is technically known as the "preparation," followed by the "narration," which is succeeded by the questions and comment suggested by the text. Suggestions for construction work, drawing, cutting and dramatization are also given. The compiler seems aware that the apparently fixed arrangement may tempt the teacher to formal rigidity and gives warning to that effect in his thoughtful and interesting introduction. The story is supposed to be told by the teacher, and then retold and discussed by the class. A manilla chart has been made, containing the simplest sentences and these are within the reading capacity of the children. Superintendent Allison contends that the folktale is the only available center of concentration for the first year in the grades. Hence this book. Chicago: A Flanagan Co. Price, 50 cents.

Miss Clara Louise Anderson has compiled and published the first number of what she calls a *Kindergarten Annual* and which promises to be a very useful annual visitor. Its purpose as stated in the publisher's note is, "to supply State and City Superintendents, as well as the kindergartens themselves, with a complete list, including residence and school address, of all graduated kindergartners actively engaged in the work. The names of city and state normal conducting model kindergartens or training departments, as

well as private training schools, have been included. The directory list is classified according to the character of the work called for, as mission, public, private settlement, etc. Reading matter and reports of general interest to the profession have been interspersed. The editor has had recourse of it several times, and most kindergartners will find a copy useful. Succeeding editions will prove more and more valuable as experience shows in what ways it may be made more serviceable. We would suggest that future editions indicate in some way on the cover the part of the alphabet embraced therein; also that the name of the particular State in question be placed at the top of each page, thus saving much time for the seeker after a particular name. Kindergartners all over the country are asked to inform Miss Anderson of any names that are not in the books that should be there. Paper bound. Published by the C. L. Anderson Publishing Co., St. Louis.

WONDER STORIES FROM THE GOSPELS. This is a most appropriate and beautiful little book to give a nine or ten-year-old child at the Christmas time. It is planned as a series of Bible lessons in the life of Jesus for children of such years and includes all the most conspicuous incidents in the life of the Great Teacher who so loved the children. The text we are glad to say is essentially the text of the Testament as we know it. It is not rewritten and modernized in poor, cheap English, but the changes, if any, consist in only occasional words here and there, and in a condensation of some of the longer passages of the Gospels and the elimination of others. Miss Beard has taken, with justifiable freedom, such of the versions as best suited a particular passage, sometimes using the authorized version, sometimes the American, sometimes the Twentieth Century revision. The result is a graphic, simple, direct, continuous narrative in the main in the beautiful, dignified language of our forefathers. It is well arranged to attract the eye and hold the attention of the child. Few, if any, of the stories are more than two pages in length. Each stands out clearly by itself with its own distinctive heading. It is bound in a pleasing red of an old rose tone with gold lettering. The above is accompanied by a valuable book for the teacher entitled "Notes on New Testament Lessons."

REAL THINGS IN NATURE. By Edward S. Holden. Almost every department of human knowledge is touched upon in this small volume by its audacious author. In such a book of but 443 pages each topic must necessarily be treated generally. Astronomy, physics, including heat, light, electricity, sound, magnetism, meteorology, chemistry, geology, zoology, botany, the human body are taken up in the first eight books. The early history of mankind follows, touching upon ethnology, archæology, languages, writing, food, fire, weapons, dwellings, society, religious ideas. The book will certainly give the child an extensive bird's eye view of the world, its geography and history. It will answer many of the child's questions truly, if very briefly, and will undoubtedly awaken the desire to pursue some lines of thought to a more thorough understanding. Fully illustrated, including pictures showing experiments of various kinds which will induce similar attempts on the child's part. Macmillan Co., New York.





MARIE L. SHEDLOCK.
"THE ENGLISH FAIRY GODMOTHER."

KINDERGARTEN MAGAZINE.

Vol. XVI.—DECEMBER, 1903.—No. 4.

TWENTIETH CENTURY SERIES.

BEGINNINGS; OR, THE CRADLE-LIFE OF THE SOUL.*

DEDICATED TO FATHERS AND MOTHERS.

Train up a child in the way he should go; and when he is old, he will not depart from it.—Proverbs XXII, 6.

By a strange inconsistency the modern American parent is at once the most insistent and the most neglectful of the education of his children. We point proudly to our schools and colleges; parents work early and late to earn means to give their children what they call an education. This is the first justification that springs to the tongue of the American parent when called upon to justify his strenuous life, to explain his great desire for money, and to excuse the phenomenal accumulation of the same—it is that he may educate his children. He wants to train them for life, to give them the maximum potency in the race of life and reduce the handicap in this race to the minimum. And still the crown of civilization, the one thing that most effectually separates the man from the brute, the civilized from the barbarian—the ethical education, the spiritual training, the religious development of the child—is practically ignored by thousands of ambitious, prosperous and otherwise intelligent persons. At least there is no persistent and systematic effort on the part of a great multitude of Americans to apply to this religious training of their children the methods approved by science and experience. They are not trying even to give to the child in these highest realms of education the benefit of the best thought and the advantages of the noblest teachers or the result of the latest science.

*A sermon by Jenkin Lloyd Jones, delivered at All Souls Church, Chicago, September 27, 1903. Reprinted here through courtesy of UNITY.

The tyranny of the "three R's" still obtains in our schemes of education. The multiplication table is given a much more fundamental place than the Decalogue. And, however they may disclaim it, most fathers do take very much more pains, spend very much more money, give very much more vigilant attention to teaching their children the rules of percentage than in training them to the application of the Golden Rule. It is an old and familiar but unanswerable charge that mothers give far more deliberate study to the questions of dress than to the questions that are involved in the moral training and spiritual quickening of the child. The dancing school oftentimes receives more direct attention, personal visitation and parental pride than the Sunday-school.

In the curricula of our schools and colleges much more attention is given to the story of Julius Caesar than to the story of Socrates. Boys and girls in the high school are started promptly in the story of the Roman warrior, while the story of the Greek moralist waits for an incidental handling in the senior years of study, though the story of the great Greek is, to say the least, as interesting and available to youths as that of the Roman conqueror. The stories of warriors are far more familiar to our children than the stories of the prophets. Napoleon is better known than Paul, and Alexander than Isaiah, to the children of our high schools. In literature Shakespeare is more studied than Job, and the daisy and the golden rod are more and better taught than the Beatitudes.

I do not make these charges carelessly. This arraignment can readily be justified by a study of the facts near at hand. Indeed, so patent is this situation, so general, so almost universal is this confusion of perspective in our educational system, that fathers and mothers have become indifferent to the criticism, if indeed they are not amused by the statement.

College graduates would be ashamed of being caught ignorant of a familiar date, name, or quotation in classic history or modern literature, who smile at the most flagrant ignorance of the Bible or subjects connected therewith, and such an exposure is reported as a good joke.

There must be cause for this widespread complacency, this quite fashionable indifference, the stolidity of well-meaning fathers and mothers in regard to the study of the religious history of the race, this ethical nature of man, and the spiritual experiences of the soul.

I do not think the causes are far to seek; at least there are three explanations that are obvious, and I must content myself with calling attention to these three.

The first cause lies in the enormous over-emphasis of the material environment incident to the complexities and possibilities brought about by modern invention—the triumph of man over things. The steamship, the railroad, the telegraph, the telephone, and the far-reaching intricacies of the modern city have greatly added to the strenuousness of life and the apparently imperative need of alertness, efficiency, or the money secured by these, in order to keep up with the great procession, in order to keep alive at all. Madame Baker, President of the Dressmakers' convention recently in session in this city, estimated that five thousand dollars a year for dress would enable a Chicago lady to keep very respectably in the swim. This economic ideal colors the ambition and influences the expenditures and the efforts of every maid in a Chicago kitchen and every girl child in the public school whose father works for a dollar and a half a day. In business circles the standard that makes the owner of a hundred thousand dollars poor and fills him with the fever of unrest on account of its inadequacy, casts its shadow over the slate of every school boy and sways, against his will, the ambitions of every father for his children, or at least his sense of obligation to them. Never in the history of the world were THINGS so solidly in the saddle as today; never were good people so swayed by the attractions of gold, the gravitations of the dollar; never was there so great an anxiety for the bread that perishes and for the raiment that clothes the body.

Another and perhaps farther-reaching result of modern science is the modification of religious traditions, the revisions it has necessitated of religious creed and form. Copernicus undermined the throne of the Almighty which was once supposed to have its foundations in Jerusalem. He dismissed the easy assurance that we lived at the center of all the heavens and that the earth was the pivotal point of the universe, the chosen garden of the Lord. In creating a new heaven he seemed to have destroyed the old. Newton interpreted power in the present tense, made creation continuous, and inferentially destroyed ancient sanctities. Darwin and Spencer gave to life what Newton gave to law—continuous existence, persistent change, unending creation. The scholarship borne on the wings of trade that mastered far-off languages and entered into the higher

life of races remote to our own inheritance, gave new conceptions of inspiration and new theories of revelation, touched with misgivings the infallible claim made for our Bible and weakened the reverence for authority embodied in priests or creed, in conventicle or ritual. In consequence there has come to pass in these days a wide distrust of the credentials of religion itself. This too often ripens into a subtle cynical distrust of the fundamental claims of ethics itself. And parents having themselves known the pains of doubts and won the apparently desirable "center of indifference," as Carlyle would call it, think it kind to allow their children to grow up unbiased, uncommitted, and undirected in regard to these intangible forces.

But the third and, perhaps, most significant explanation must lie in the ever-old contentions between the inner and the outer life. There never was a time when saintliness was not difficult and when saints were not scarce. There never was a time when the passions were not arrayed in battle with the will; when love was not at variance with hate, and when kindness was not an expensive luxury. This ignoring of intangible realities, this neglect of the imponderable equipments of life, this under-estimate of soul, is nothing new. It is not a modern degeneracy. Perhaps the ability to recognize this, perhaps this very protest which I am trying to voice, is evidence of growth, is witness of elevation, and is the guarantee of the better life that is ever becoming, ever triumphing over the appetites and more and more successfully directing the passions on altruistic lines and for far-off gains.

In view, then, of the tremendous ascendancy of things, not only in our daily business but in our schemes of education from the nursery to the cemetery, there seems to be a feverish appetite for material gains; a far-reaching distrust of the old sanctities, at least of their theological foundations, the break-down of the power of church and the priesthood in many lives and the never-abating difficulties of the saintly life, the sacrificial character of devout living. What are we to do about it? This sermon should be constructive if anything. A truce to criticism and still more to fault-finding. What would we have fathers and mothers do? I venture to answer.

First, let them face their responsibility. There is a duty in the matter. There are no substitutes yet discovered for motherhood, and fathers cannot delegate a father's influence and instruction to anybody else. In the realms of morals and religion money cannot hire

the high persuasion, the noble leadings, the devout examples which are the birthright of every well born boy and girl. Here is a realm where nurse girls, governesses and tutors cannot serve. The severest responsibility ever assumed by mortal is the responsibility of parentage. To give thoughtless birth to babes and to allow such babes to grow up in thoughtless ways concerning the motives of life and the sanctions of morals is a crime, not only against the child, but against the state. It is treason. It is infamous disloyalty, scandalous cruelty.

Second. Having faced the responsibility, let fathers and mothers have the courage of their convictions. If their faith in matter is more fundamental than in spirit, then let them give their children the benefit of a devout and inspiring materialism, and, true or false, children will be uplifted by their devoutness and their inspired earnestness. If the father and mother have looked into the requirements of religion and found but empty space behind the scene, let them say so. Let the children inherit the result of the parents' investigations. Better, a thousand times better, an honest infidelity in the home than a hypocritical piety. If the studied experience of years brings you to the conclusion that the Bible is an incubus on society, that the church stands for a dead or dying cult, that the minister and Sunday, that song and prayer, have no life-saving, no soul-strengthening qualities, then live up to your experiences and be loyal to your children's interests by teaching them your convictions. And in the great extremities of life, the deep places of the soul, do without that in which you do not believe. First, last, and all the time, be honest in the presence of your children. Be sincere in your negations if you cannot be sincere in your affirmations. If the mother believes that the dancing-school is more valuable to the child than the Sunday-school, let her words as well as her practice put the little child's feet on that affirmation if nothing more. If she is more solicitous about the cut and quality of her dress than she is about the adornment of her children's minds, if a cloak is more necessary to the child than a hymn, and the hat deserves more consideration than a psalm, let mother and child understand themselves, and there is still a chance of building the character on integrity.

But if the father is unprepared to become the priest of negation in his home, the apostle of doubt to his children, if he himself is still an investigator and stands with reverent feet upon what seems to be the broken stairway of faith, what can he do about it? He can take

his child by the hand and share with him his high and beautiful quest for truth, and, however creeds may break and forms disappoint, he will not have far to go before he strikes some realities that are beautiful, some verities that are lasting. In such a quest he will find some things emphasized with growing clearness by the growing thought of man; some realities revealed more and more confidently by science. If the father and mother go back of creeds and texts, back of altars, prayers, and hymns in search of sanctities, in quest of foundations for reverence and the sanctities of the highest disinterestedness, the noblest life, they can well afford to take their children along with them, for behind all these what will they find? They will find that the life that now is reaches back and back into an interminable past. They will find that the civilization of today, the refinement and the art, have roots that are traceable to the cave man, aye, to the life of thought and feeling that strikes deeper than the earliest man. They will find that the sanctions of life, the law of equity, are cosmic before they are biblical; they spring out of the heart of prophet or apostle. Chemistry, astronomy, and geology, are allied to the Beatitudes and put their signatures to the Golden Rule.

And they will find further, that the cry of the human soul has ever been for God. It has been from the earliest beginning overshadowed with the sense of mystery, haunted by a presence it could not understand, puzzled and impelled by a sense of the dual life, the ghostly verity that seemed to be linked to the physical. And, pursuing his study, it will find that with the growth of mind, the increase of the mastership of man, this thought of the intangible has increased until hymns bloom on the tree of life as naturally as grapes ripen on the vine or roses tip the garden bush. Parent and child will find that these hymn-blossoms and prayer-fruits are not exclusively Semitic and Christian products, but human products; that India and China, Persia and Arabia, have their Bibles as well as Jewry and Christendom, and that these Bibles put forth a common liturgy; that in the great fundamentals of ethics and the satisfying and inspiring emotions of the heart they are one.

If fathers and mothers with children in their hands continue this investigation, they will find that their very doubts are reverences in disguise; that they are compelled to deny in the interest of more splendid affirmations; that the leaves of faith grow sere and fall from the tree of life for the same reason that the leaves are falling

from the trees in the parks today—because they are pushed off by the swelling buds of a new growth that will make for greater enlargement of trunk and branch.

A further pursuit of this study will reveal the fact that with the growth of knowledge man becomes more and not less social, and that it is more and more impossible for parent or child to ignore co-operative study, co-operative culture of spirit as of hand, without missing the highest culture and the noblest spirit. If the theological basis of church, Bible, and Sunday seems to break, it is only that the anthropological basis of the same may receive them more surely, hold them more firmly.

But there are certain things which no skepticism dares challenge and no inquiry shakes, and the parent must take cognizance of these and bow in reverence before them, or else stand self-convicted of cowardice and inadequacy. Death is as inevitable as birth, and both are accompanied with dire pains, sickness and weakness; aye, and alas, even wickedness abounds in our midst. Our jails, however managed, are indisputable witnesses to practical depravities. Our penitentiaries, however interpreted, are visible evidences of vice and viciousness. Drunkenness and gambling are rampant upon our streets, the quiet of our midnight slumbers is disturbed by the crack of the assassin's revolver, the shriek of the murdered, and the groan of the suicide. All about us honorable debts are ignored, promises are broken, jealousy and hatred embitter homes, sweet babes grow up to be malicious men, and the simplicities and integrities of life are violated in the name of silly and flirting women, art and culture. These are facts that need no creed to substantiate them; they are menaces which need no preacher to articulate; and to ameliorate, renovate, and, when possible, remove these bitter experiences is not only the claim but the demonstrable achievement of all churches, the unquestioned service of the Sunday, the more or less potent help of liturgy and lesson of corporate religious life.

This reverent search of parents will find that the method of progress is not to destroy the institutions of religion but to protect them; not to deny its inspirations but to increase them. The tasks of character-building remain, and the pledge of life is as sacred as ever.

The one fundamental certainty that forces itself upon the father and mother whenever they stop to think, is that money and all that

it buys, things and all that they imply, material comfort, wholesome food and elegant clothing do not secure happiness, much less usefulness. They are poor protections against the temptations of life; they make for degradation as often as they make for elevation.

Another affirmation is as fundamental—that a disciplined spirit, a furnished mind, an appreciative heart, a willing hand, a helpful soul, are all proof against pain and poverty. Disappointment, sorrow, and death cannot make such a life other than lovable, loving, and noble.

After such an investigation there remain for the parents but two superlative duties, and these are to secure for their children the highest tuition and to set for them the noblest example in these directions. In this quest there are no privileges too costly, no opportunities too rare. There is no self-denial too great for this end.

But, says the evading parent, I want my child to find out the truth for himself. He needs to learn by experience. Let the discipline of life tutor him in ethics and religion. Very well, will you accept the same dictum for the clothing of your child, his food, or what you call his education? Must he learn to make his own shoes? Are you as determined that the daughter shall make her own dresses as you are that she shall find her own ethical environment and spiritual equipment?

With this sermon we inaugurate our year's work with and for your children, our year's instruction and training in religion. Our course of study of religion begins with the cave man, or the most primitive life known to science, and ends with Emerson, or the highest life of culture, refinement and spiritual insight known to scholarship today. This course reaches through seven years of progressive study. The first year is to be given to the beginnings of human life, the religion of the infant world, the ethics found in the childhood of the race, the cradle-life of the soul. We shall find that the great distinguishing difference between man and his next of kin in the order of life, is the power of speech. Given articulate voice, and the immeasurable gulf is passed from brute to man. The great discovery that made civilization possible was not the discovery of the steam engine or the telegraph, or even the printing press, but the mastery of fire, the domestication of animals, and the skill and forethought implied in seed planting.

Embryologists tell us that every child passes through the physical

stages of his remote ancestors. There are periods in the child's history when its body is not distinguishable from that of the worm, the fish, or the bird. He passes through the hairy period, he sheds the tail in his growth. So must the spirit of the child pass over the long ancestral road. Like his far-off progenitors, he must learn to measure distances with his eye; to painfully balance his body; to co-ordinate the muscles of motion and the nerves of volition. He passes through all the stages of savagery. There are discoverable in him barbaric impulses, savage passions. It is the part of civilization to hasten the process. It is the mission of education to settle by a single precept, establish by high command and noble precedent the vantage ground which it took primitive man cycles of life to discover and to achieve. It is the mission of father and mother to do for the spiritual life of the child what nature has achieved in its physical life, to pack as much as possible of the experience of the race into the embryological life of the spirit, to give him the benefit of things that have been settled beyond a question, that he may more promptly put his energy and enthusiasm to the solution of questions still unsolved. The child of civilized man should begin where the life of the barbarian ends. There is only one sure way by which parents can give to their children an adequate inheritance, an inheritance that cannot be taken away from them, and that is an inheritance of stratified intelligence, of incorporated morality, of organized goodness.

In this education of the child, this preparation of the youth for life, three golden words present themselves to every father and mother, viz., Precept, Practice, and Example. If speech is the great distinguishing characteristic of man, words must form the inestimable endowment of spirit. Anthropologists make much of the significance of the *caché* in the story of human progress. When primitive woman began to harvest her seeds, to dry the flesh, to store away the acorns, she laid sure foundations for the home and its progress.

Says Mason in his book on "Woman's Share in Primitive Culture," "No one knows when woman tamed the heartless wild-cat that she might protect her granaries from the depredations of rats and mice." But whenever this was done it was a great achievement. Out of words man has constructed his spiritual *cachés*. Sentences are the granaries that hold the wisdom of the ages. An epigram or proverb is the wit of one made to hold the wisdom of many. There

is great spiritual economy in giving to the children access to those treasure stores of humanity, the spiritual granaries of the ages.

Not by precept but by practice are the sinews of the will most effectually strengthened. Habit is embodied principle. No preparation for life is the highest, no endowment the noblest that does not carry the child through the painful processes of apprenticeship where by repetition action becomes pleasurable, effective, inevitable. That morality alone can be trusted which has become largely automatic. The impulse to do the right is as imperative, immediate and inevitable in the truly moral man as the impulse to save one's self when stumbling, to dodge a flying ball, or catch a falling child. The training of the spirit consists not only in line upon line and precept upon precept, but in act upon act, deed upon deed, a holy routine, an inevitable regularity, an unquestioned obedience to the duties that are clear and to the mandates of right and love, made emphatic by the achievements of the generations, made clear by the tears and the blood of all that have gone before, and it is the business of fathers and mothers to superintend this apprenticeship.

But practice is the child of imitation more often than the child of dictation. The wise man of old said, "Train up a child in the way he should go, and when he is old he will not depart from it." It was also a wise man of a later date who said, "If you would train your child in the way he should go, walk occasionally therein yourself." You men who employ labor would discharge the foreman without notice who proved himself, either through indifference, laziness or incompetency, unable or unwilling to do the thing he asks of his men. In his readiness and ability to do easily the thing which the apprentice must yet learn how to do, lies his foremanship. O when fathers become foremen in the character-building yards, we shall have more boys grow up to be master workmen in the spiritual industries of the world.

The true glory of our country is not now, and never has been, found in its material achievements. Even Chicago, the great metropolis of trade, the massive food depot of the Western continent, must ultimately be measured by its intangible attainments, its ethical achievements. Its stock in trade consists not in the contents of its bank vaults, its high buildings of granite and steel, but in its acquired habits, in its mental poise and in its accumulations of character. These alone measure the greatness of a city as they do the

greatness of a man, and these alone indicate the value of a community as they do the value of a home.

"Chicago Half Free and Fighting On" is the title of the timely article by Lincoln Steffens that is commanding so much attention, in the current number of *McClure's Magazine*. "Philadelphia Corrupt and Contented" was the horrible title of a preceding article by the same author in the same magazine.

I will not take time to consider the justness of either epithet, but in these two sub-titles we have the difference between despair and hope, between health and disease, between life and death. It is bad to be corrupt, but it is worse to be contented with corruption. It is bad to be only "half free," but it is sublime to be "FIGHTING ON." Let Chicago take to heart the high compliment of this frank article and keep fighting on, struggling ever to put spirit in the saddle. Let mind ride things; let soul become masterful, and these other things,—houses, lands and moneys, food, clothing, pictures, grace, art, science,—will follow, or what fails to follow we can do without.

Chicago is no better than its citizens. It can have no higher standards than those practiced by the men and women who live here. It can have no brighter future than the future that awaits the boys and girls in our homes, the boys and girls that now throng our school houses, and with halting, irregular and uncertain steps go to the Sunday-schools and the churches where their fathers too often *send* them, instead of *leading* them. There is no escape from the exacting demands of religion in the life of the child, the man or the city. Let Chicago look well to her children, heed the call of ethics, guard its spiritual possessions if it would command and hold an honorable place in the world of life.

I had so much to ask of man,—
 Honor, and love, and power,
 Praise for my life's perfected plan,
 Help for my battle-hour.
 But when mine ears had heard the cry
 Of flesh and soul for bread,
 "Let me be spent, endure, and die,
 Brothers, with you," I said.

—*Sunday School Times*.

REFLECTIONS OF AN ADULT IN THE PLAY-HOUSE.

MRS. RACHEL H. MENKEN.

“**I**N ALL things there lives and reigns an eternal law. * * * This all-controlling law is necessarily based on an all-per-vading, energetic, living, self-conscious and hence eternal Unity.”

While the Play-House has no system nor laws imposed from without and the daily program is made by each child for him or herself separately, or in a concerted action of some kind, the Educators as individuals express law in their lives.

Education is twofold. The adults are active in their own lives and passive in relation to the life of the child. The child sees the busy worker in the Educator, perhaps not always ready to grant his request, but in the relationship of activity and passivity so well maintained that the harmony is never broken by whatever refusal has to be made.

In the Play-House we do veritably live with the children, and the child gives constant assurance in the midst of work and play that the adult is needed. We watch the development of our little ones from the crudest expression to the fullest one, recognizing the crudest effort as expressing its present development and as promise of what is to follow. The ages of the children at present range from three to eleven years. How differently the child expresses itself in freedom! In freedom, it expresses itself in constant resourcefulness and self-activity. Perhaps it can only be understood by those who have watched the daily demonstrating in the two years since its inception, of this work. The contrast is very marked in the child working spontaneously; sometimes in the midst of noise and confusion caused by children who come to us from restricted conditions. They are unable at first to find any self-hood in their acts. The only relation at first of such children to others seems to be in teasing, taking sides or fighting. They shout noisily and play like infants rather than as their years and previous training (?) would warrant. It takes time for them to relate themselves to their new opportunities and to use constructively instead of destructively the forces of life with which they are endowed. None brood over nor wait longer

for the powers latent in the young than our Educators, "Uncle" and "Aunty" Ferm as the children lovingly call them.

The endeavor of the Play-House is to hold the child up to the principle of right in its human relationships.

No compulsion is necessary in the Play-House, for the child soon finds his privileges are balanced by responsibilities. Not in the act does he learn his lesson, but thru its reaction. In the reactions of an act lies the source of all understanding in consciousness.

In freedom his realizations come quickly and thru these he develops his character. We find "Are you willing?", when we ask the child a favor, or, after a transgression, "We expect you to do thus and so," to bring the right response. Character building is but the natural outcome of these conditions. We have one little fellow of six years who was confirmed in the habit of stealing at home whatever was denied to him. In the Play-House he understood that no punishment would follow his act, but the reaction would be reflected to him either by holding him responsible for his act or protesting against his invasion. The Educators know that it is truer that the child should continue the act until he finds it is not right for himself to do so rather than from fear of the displeasure of others. He was told when he invaded the Play-House that they would wait until he learned to respect himself too much to enter and appropriate the things of another. He soon responded to this treatment, and now makes no further inroads in the Play-House nor in his own home.

When the new Play-House was being constructed, the contractor objected to the children entering the building. They were not told they *must* not enter. It was only necessary to explain to the children the existing conditions for them to agree not to go in. This agreement they kept. When the lawn was sown with grass seed, it was suggested to put up a temporary fence to keep the children off, but the Educators objected to that irresponsibility, so they simply asked them not to walk upon the lawn. They co-operated heartily, even reminding the adults at times, and watched carefully that none should trespass, warning those who ignorantly or otherwise tried to cross over.

The Play-House stands out strongly to the child for its social relations to the neighborhood. I think this has borne wonderful fruit. Where his own rights are so respected, the child learns to respect the rights of others. The equality of all that cross the

threshold of the Play-House, large or small, demonstrates true democracy.

On our arrival at Dyker Heights, we found the neighborhood sentiment *nil*. The outside was a place to be exploited or an arena to fight in by the children of the neighborhood, as broken windows and perverse acts upon the property of one another testified. An old woman of eighty years, nearly blind and deaf, living alone at the top of the hill close to us, could be plainly heard shouting for help as the boys of the neighborhood would tease her and destroy her garden products. These boys all came from the genteel homes of this neighborhood. At the sound of the old woman's voice in appeal for help and at the solicitations of the children, Uncle Ferm would start up with the posse of the Play-House children after him to protect the old woman, and a mutual benefit was derived. I have seen one of our boys of ten supporting the old woman as she feebly climbed the hills from some errand in the neighborhood. This same boy has been in the Play-House for a year. He had a dominant spirit and a force that seemed uncontrollable. At home he was most invasive upon the rights of others. Seeking only his own, he would threaten to break down the door if not opened at once, and was most insolent to the inmates of the house. He had been in school for a short while before coming to the Play-House. Now the parents recognize the marked change. He is thoughtful and considerate for others and able to use this tremendous force in himself in productive self-activity. All who know him wonder and admire the almost magical change in his character. Our Educators hold that while they do not work for results, still results must follow and the home should be able to testify to this. With each child in the Play-House can be traced how weaknesses are transformed into strength, did not the limited space prevent. In the disputes or altercations likely to arise in the children's relationship they will hold up the mirror of Judgment most severely to each other, using the terms "Liar, Thief," with all the scorn they can concentrate in their voices. They do not ostracize the culprit for all that, but are soon to be seen walking off arm in arm. There is a lesson for adults in this, showing what the highest relationship should be, for when we recognize the fact that another is a "liar" or a "thief," it breaks our relationship.

There is one point of education that deserves special mention and should not be lightly passed, as it crowns the value of this great

work, being done so quietly but strongly. This is the spirit among the children. Sometimes the children ask for lessons. In a lesson upon dimensions a few mornings ago, one of the children responded very quickly, while the others found it more difficult to express themselves. Among the latter was one who showed her delight at her comrade's success and clapped her hands heartily each time, in spite of her own seeming defeat; and constantly referred to her comrade's well-doing as if it were her own.

This clapping was spontaneous on the child's part. It was not suggested by her elders, as is often seen in the Kindergarten. It is true this is often seen in the school and the Kindergarten, but such clapping is always the result of prompting by the adult. When this is urged upon the child from without, it develops hypocrisy, as it is imitative, and not a natural expression of the child's own development.

This seems to me so contrary to the spirit of the usual treatment of children where the defeat of one makes the success of the other possible; where marks and commendation bring out qualities that need repression rather than exultation. It is a remnant left over from the barbaric state and still fed in our institutions. In this age of science and invention, should not the better knowledge take its place, that there can be no true success based upon the defeat of another? It is no longer necessary to compete for self-expression, as when self-preservation called forth such race qualities. Our little ones show us daily the interest and delight they take in what their companions do. They give generous praise to others' efforts. Their spontaneity in helpfulness, their kindly suggestions to do for their elders, mark a feature of which too much cannot be said. It is thus in character building that this work shines forth pre-eminently—"By their works ye shall know them." Thru freedom in self-expression the Educators come close to the child, helping the home life and relating the individual to the social life without. In this age when the mental is largely developed at the sacrifice of the physical and spiritual, such work must aid in evolving the race consciousness. This work takes the child as a threefold being, and one can daily see the practical results in the physical, mental and moral development that can be seen by the earnest onlooker. It has proven itself to such who have eyes to see. May the day soon be here when such Play-Houses be a necessary feature of neighborhood life. The social problems that beset us, so menacing to our Republic today, will fade

away in the dawn of this evolution. Too long has this relationship been divorced, and the consequences have been dire and disastrous indeed. When the individual has grown accustomed to regard his fellow-man as a comrade, he can then no longer exploit him or do him an injustice, so the social problems would end.

A CHRISTMAS MARCH.

(To the Tinker's Song from "Robin Hood.")

NORA ARCHIBALD SMITH.

Oh, merry, merry, merry, merry carollers are we,
All on a Christmas morning,
We sing, sing, sing, with happy heart and free,
Like a bird when the day is dawning.
And if you chance to question why
Our voices gay are ringing,
We answer while we're marching by,
We're happy, happy, happy while we're singing.
So we sing, sing, sing
With a ring, ring, ring,
Like a bird when the day is dawning,
For there's nothing so jolly
As the Christmas holly,
And the bells on a Christmas morning!

Chorus.

Ding-dong, ding-dong, ding-a-ling-a-ding-dong,
Hear the Christmas chime!
While the glad bells ring,
We frolic and we sing
A song for Christmas time!

PROBLEMS OF EDUCATIONAL PROGRESS.

EARL BARNES IN CHICAGO.

Prof. Earl Barnes gave his two lectures upon "Children's Growth in Ideals" and "Children's Attitude Towards Punishment" to delighted Chicago audiences October 13-14.

Many of the points of the first address were covered by the article upon the "Ideals of New York Kindergarten Children," which appeared in the October number of the *KINDERGARTEN MAGAZINE*. But the two lectures are not identical and to the new ideas advanced was added the charm of a personality balanced, thoughtful, scientific, yet in close touch with the human side of things.

We will report only that part of the first lecture which is entirely new, and will refer our readers to a second study of the article published in our last number. We endeavor to report the lecturer accurately, tho our readers will please remember that this is not *verbatim*.

Mr. Barnes began by calling attention to the great magnitude of the problems of all kinds now facing our Republic. We were face to face with the ultimate problems of democracy. One of the directing, leading powers in this democracy is education. The educators are getting rapidly to be the controlling class. This means that a great professional career which opens before the educators must have a body of definite, exact knowledge such as is possessed by every other accredited profession, as that of law, medicine, surgery. As it is now no educator can offer himself for leadership, saying authoritatively that he knows his facts as the lawyer or physician can. To get this positive knowledge, we need a direct, scientific inductive study of that with which we deal. All details of school and curriculum come back to a definite knowledge of the child. Mr. Barnes stated that he believed it was perfectly possible to build up in twenty or thirty years such a body of scientific knowledge.

He then came to the question why are children's ideals worth discussing? Because psychologically whatever impression falls upon the different nerves tends to respond in terms of physical reaction. The impression records itself. If reawakened it produces a corresponding action. The ideal is an idea in the mind, warmed with ad-

miration and affection. It is therefore the strongest kind of a stimulus and tends to produce a like physical response. We tend to become like that which we love. The importance of children's ideals rests upon the fact that they are placed in the mind when they are most operative. With children, concrete personalities affect them most strongly. To know how personalities form children we must have a quantitative basis. To obtain desired data blanks have been sent out for questioning boys and girls of seven, eight, nine and ten years old, asking Whom would you like to be and why? According to Prof. Barnes' studies children's first ideals are acquaintance ideals; those of their home and immediate environment. Acquaintance ideals are the attributes of a low grade of mind. We measure rapidity of growth by the rapidity with which the child sheds these narrower ideals, for it is a steady growth from the child who first lives in his mouth, to which everything radiates, to the one who grows from centering in my home, my school, my Sunday-school, my church, my Republican party, America, humanity, till he embraces in his sympathies all life. The acquaintance ideal characterizes the homekeepers, but they are the necessary biological foundation of all the others. Children seldom find their ideals in the father or mother, the persons with whom they associate reproof, correction, and restraint. Mr. Barnes thought that here was an opportunity for the teacher to bring home to the child his obligations to his home and to stir his latent love. We now teach geography by beginning at the home surroundings. Biography should be taught in the same way. Father, mother, teacher and older children fall in this category of those who should be used as ideals. Asked if there is not danger of making such people into prigs the reply is that all living is dangerous and the more worth while the more dangerous. In the English schools where this has long been taught, it tends to destroy overweening pride, as witness the sense of responsibility of the head boys.

Each locality has its own local ideals; men who are splendidly worth while. We ought to create a local sainthood. Such women as Jane Addams and Susan B. Anthony are eminently worthy of being thus held up.

There is a science as well as an art of education.

The speaker thought that the results of his studies showed that public character ideals are too much used in the United States. They "draw in," as he expressed it. What does it mean that we present

only warrior statesmen as ideals to our children in what is now essentially an industrial community? Why do we use Washington, this most thoroly grown-up, the most aristocratic, self-poised, purposeful of Americans, who stands at the top of our line of heroes, to teach little boys what they ought to do when they cut down cherry trees, and that they ought to keep their hands clean. An uncomfortable association clings to him; they cease to admire him; he is worn out in unworthy service, just as it is wicked to write Hamlet down for little children; to use *Paradise Lost* for parsing is a crime. Prof. Barnes would like to see Washington relieved of such nursemaid work. We should have his picture in every school, treat him with something akin to reverence. We Americans need something of the quality that belongs to the Indian and the English—we need it in all our elementary work—reticence. We have not graded biographies as we should, saving the best till the last. Else why do children of fifteen to sixteen cease to give Washington as an ideal?

Analyzing the replies of the comparatively few children who wished to be women, it is found that when boys have such a wish it is because of something the woman owns, not because of what she is.

Our children, it seems, then, are taught by women to admire men. In a history of 500 pages one-half page was given to women, in the face of the fact that woman has done as much for us, though in a different way, as man. Prof. Barnes explained the reason for this, and then against the warrior statesmen of the past, offered to match each man with the name of some woman, worthy of putting before the children as ideals. Why should we teach such womanly ideals instead of universal characters? Because taught thus early they remain permanent centers of effectiveness through life. The boy should be given a splendid ideal of womanhood that will affect him in his critical choices later, for it is his ideals of womanhood that have so much to do with the kind of man he makes of himself and of his children.

Prof. Barnes' summing up included the following main points: We are going to be a great, progressive body that is to carry the responsibility of civilization; we are going to be leaders because we will have a definite body of knowledge, as definite as that of the other sciences. The hardest thing to change is a creed; next is the school curriculum. To-day we are using a curriculum desirable

under the conditions of agricultural life, by a warlike people, where the man is everything, the woman nothing.

But we are living an urban life, where the industrial leader is everything, and what we need to do is to feminize, industrialize and urbanize education. Ideals form children after their own similitude.

After the lecture the written replies of children were passed around and the audience, by taking part in the exercises, learned how such replies are tabulated and averaged.

The second lecture will be reported in a later number of the KINDERGARTEN MAGAZINE.

DEMOCRACY—FREEDOM IN THE SCHOOL.

Dr. John Dewey, Principal of the Laboratory School of Chicago University, addressed the Education Department of the Chicago Woman's Club recently upon the subject: "What have been and what may be the Practical Results of the Newer Educational Thought in Elementary Education?" Such an analysis by one of our foremost educational pioneers will surely be of both interest and value, and we give a condensed report.

In his introductory words Dr. Dewey said he would try to answer the question by getting at it negatively, i. e., by considering what were the present fundamental obstacles to an adequate and complete realization of the aim of the new education. It cannot achieve its desired results until certain conditions are modified.

School education, he said, cannot secure results of itself; detached from family and social life. The same conditions and forces are operating thru them and the same purpose and spirit should pervade the school as pervades the social conditions. It does not as yet.

Modern life outside the school means democracy—which means freeing of the intelligence; democracy being found in the growing freedom of the mind and not in things external to mind.

In studying school organization with reference to the democratic life there are two fundamental points in which it fails. These are intellectual freedom of the teacher and the emancipation of the pupil. The school as a democratic institution has lagged behind the progress of life in other departments.

In housing, in equipment, in the machinery of democracy, the public schools have made much progress during the latter two-thirds

of the last century. Since begun by Horace Mann in 1837, and Henry Barnard in 1843, a successful warfare has been waged, and between 1837-50 was laid the characteristic features of our public school system in relation to elementary education, normal schools, state training schools, the state university, the city superintendent, the supervisor, etc., all came into being since those years, resulting now in a perfect system.

We have now a magnificent set of machines—but nothing of a democracy, for there is never a submission to teachers of questions of methods or materials. It will not be a democracy until so organized that the teachers may express and register their judgment with assurance of an actual practical effect.

The consciousness grew among the enlightened of the defect in the system due to putting the responsibility into the hands of a school board who were outsiders and not experts. The attempt to remedy this by transfer of power from the school board to the superintendent was the substitution of one evil of democracy for the evils of an autocracy—whereas in a democracy we want not only one expert but every member of the system should be an expert. The remedy for partial evils lies not in going backward but in appealing to a more thoro going democracy.

Tho the tendency of the *system* has gone so far in some instances as to prescribe in detail the ground to be covered in a given time even down to the exact day in some instances, in other cases there are broad-minded principals and supervisors that encourage originality and thoughtfulness on the teacher's part.

Against the demand for the freedom and initiative of the teacher is raised the same old argument which has confronted democracy at every step forward. The system is necessary, the grading indispensable, the average teacher incompetent. This argument, however, proves too much. If unfitted to participate in the deliberations of the Board the teacher is unfit for the equally important and delicate matter of dealing directly with the precious souls of the children. If unintelligent, and irresponsible, sharing responsible tasks will bring intelligence and responsibility. If the incompetent are found largely in the ranks of the teachers, it is because the best minds are drawn elsewhere where there is adequate demand upon their intelligence.

Until this intelligence is set free all reforms are compromised at

the fountain head, for all reforms are dependent on the equality and character of those engaged in the profession.

This freedom of the teacher must be accompanied by the corresponding emancipation of the child. The mind may be that of the child, but it is *mind*. To subject it to ready-made material is denial of democracy. This does not mean the deification of childish whim or romantic sentimentality.

There should be a certain leeway in the system for immature emotion and impulse and failure.

The greatest struggles have been for freedom of thought. An example of freedom of intelligence is found in scientific inquiry. Fundamental differences between civilizations at different times and places are found in the conditions that enables mind to work freely.

In the schools first hand experiment has been at a discount. The new education stands for means, for modes of action, and material for first hand experiment must be provided.

The source of criticism and complaint has been the miserable results in discipline due to more having been done in freeing the emotions than in the mental power to observe, reflect and invent. So long as this is the case we must expect unsatisfactory results and a clamoring for a return to the old days of implicit obedience.

But this really means not that we are to turn back, but that we are to go farther. No radical resolution in methods or material is needed, but a gathering of different forces and organizing them with reference to developing intellectual responsibility and freedom.

Some of the agencies already at hand are excursions, nature study, school gardens, study excursions, instruction in construction, and manual training, first hand contact with raw materials, tools, the simple forces and experiments. The children of the lower grades are more concerned with such experimentation than are the high school. They want to see what will happen.

It is important to share in the common joys and sorrows for to get a common experience creates an important change in consciousness—to enable the child to see, to think, to interpret life is the business of education. The school is the most prominent of the resources for making this initial change of thought and outlook, slowly but permanently.

THE ADVANTAGES OF HOME VERSUS SCHOOL EDUCATION

were discussed by Felix Oswald, M. D., in the columns of the *Chicago Record-Herald* some months ago. He quoted the traveler Brehm's surprise at noting the lack of private tutors in America, accounting for this, however, by attributing it to the American dread of exclusiveness. Dr. Oswald finds the main explanation in the excellence of our public school system. He strongly indorses the home school, however, for sundry reasons. He cites for example the needs of those naturally quick children, who might easily outstrip their fellows but are kept back by the formal routine necessary to the class room. He brings forward also the injury and suffering endured by sensitive children at the hands of school-mates of coarse and malicious nature or of unsympathetic teachers. He points out also the physical and moral dangers that may accompany public school attendance.

Dr. Oswald believes that a demand for competent tutors such as are found in Continental Europe would evolve a supply. That such a position is no sinecure the following extract will testify:

He may never have visited a normal school, but the general experience is that his pupils will forge ahead of their town school contemporaries. They are under his supervision ten out of twelve daylight hours; he can study their individual dispositions, their fortes and foibles and submit daily instead of semi-annual reports of progress. Boys who would defy a college teacher or wear out his patience by passive resistance have dozens of reasons for trying to keep on good terms with their "Haus-Lehrer." He is their all-around exemplar, the companion of their woodland excursions, their protector by land and water, their household oracle. Inquisitiveness, an often dwarfed but never deadened instinct of the normal youngster, sprouts up in all directions. Doubts and puzzles of the past awaken; their chance has come—ask the Herr Candidat.

What causes earthquakes? How can crows roost on tree tops in a snow storm and never catch cold? Is it true that they live a hundred years? What makes people die so early nowadays? Are wild animals ever sick? Has science progressed all the time? What was the matter with it in the middle ages? No one can stop it now, I suppose? What will the government do when people get so smart that they can coin all the money they want? What makes newspapers differ so much in their reports of the same accident? Is it the same with the history of the world? Did the Romans lie about Hannibal? Mustn't he have given them a horrible hammering when they owned that he killed 60,000 of them in

one battle? How did he manage it, when they could beat all other nations so easily?

If the Candidat happens to be athletic as well as omniscient, his pupils' admiration may rise to worship; they will anticipate his wishes by running errands for him in wind and weather, and be glad to gratify him in such trifles as the rehearsal of a lesson which his comments have associated with a circumstantial interest.

The parents' respect for the authority of the teacher into whose care they have deliberately committed their children might well be emulated by many American households where too often the children tyrannize over their tutors and governesses as they do over father and mother.

And to the children of a country squire almost every college graduate of average intelligence is an Admirable Crichton, and "Mein Herr Baron" takes care not to dispel the illusion. Whatever may be his shortcomings, he can rely upon never being taken to task in the presence of his pupils. "You're a pretty good teacher," said Frederick the Great, after inspecting a Brandenburg village school, "but haven't you got any manners? Don't you know you should take off your hat in the presence of your King?" "Your Majesty doesn't know them," chuckled the old pedagogue; "if those little scamps knew that there's a court of appeal in this country I couldn't get along with them for another twenty-four hours." The employers of a private tutor generally act on that principle and give him *carte blanche* as to his methods of instruction, judging their value from results, which indeed often exceed their expectation.

It must be admitted that given the present crowded and oft-times unsanitary conditions of our school rooms, Dr. Oswald's contention is well made. But the remedy for current evils is not to be sought in creating a demand for the private tutor. The educational problem found in a democracy is quite different from that met under an aristocratic form of government. It would be a mistake to meet the weaknesses noted by Dr. Oswald by a general withdrawal of the children from the schools. Instead, conditions as well as methods must be so modified and bettered and the number of good public schools so increased that a citizen would feel ashamed and disloyal at thought of sending his children elsewhere. President Roosevelt is in this respect an ideal citizen if the following anecdote be true. Were his attitude toward the public schools followed by all parents of character, intelligence and influence it might create a vast change in many schools in our cities. The story is as follows:

Archie Roosevelt happened to be at the house of one of his school-

mates one afternoon when a fine lady of Washington was calling there. On being told that the lad was the son of the President, and that he attended a public school, the visitor began putting questions to him about his studies. Archie stood this well enough and answered straightforwardly. But presently the lady ventured upon less safe ground. "Do you like a public school?" said she. "Don't you find that many of the boys there are rough and common?"

Then Archie showed his training and unconsciously administered to the aristocrat something of a rebuke. "My papa says," he remarked emphatically, "that there are tall boys and short boys, and good boys and bad boys, and that those are the only kind of boys there are."

We read here a partial answer to the cry against the possible evil communications. Felix Adler in his "Moral Instruction of Children" replies ably to this argument.

An English educational journal commended recently the compulsory phase of the educational law in the United States and France, tho admitting that such compulsion would not be tolerated in freedom-loving England. What would be the effect upon the public school system in America were all children, irrespective of their financial means, obliged to attend the public schools, and if it were enacted that no room was to have proportionately more children in one part of town than in another, and that all schools must have the same proportion of light and air? Would not the parents of means and influence see to it that the schools in the meaner quarters of town were as well supplied with the essentials as those to which they sent their own darlings? It would be interesting to observe the result if a mandate were suddenly issued that an exchange was to be made, and that all the uptown children were for a month to attend the downtown schools, and *vice versa*. What a sudden renovating there would be. Thanks to men like Jacob Riis, who think of others' children as well as their own, such changes have already been made in many city districts.

But the schools are already learning to solve some of the difficulties indicated by Dr. Oswald. In certain cities the children in one grade are sub-divided into small groups of nine or ten, which permits of much individual attention. This arrangement also allows the grouping together of those children whose capacities are approximately equal. Thus there need be no forcing, and no holding back, and yet there is enough companionship to encourage effort and to exercise important social virtues.

In New York City the Board of Health sends daily bulletins to the schools giving the addresses of those afflicted with contagious or infectious diseases; and of those cases relieved of quarantine. This should serve as an effective bar to the spread of disease.

The bad feature of the tutor training is its exclusiveness. It seems to partake too much of the "Emile" ideal, and is wholly unsuited to the stability of republican institutions. Our present system of school life and work is far from meeting the changing needs of today, as Jane Addams shows clearly in "Democracy and Social Ethics." But the multiplication of tutors would be a step backward instead of forward.

New York City has demonstrated that the call for intelligent playground directors who are athletic and who enjoy working out problems of organization and direction with the children; who like boyhood sports and sympathize with and understand boy nature, is calling out college graduates who are glad to increase their vacation income by work and play with the children. Here a demand has, as always, produced a supply. We want the intelligent, omniscient athletic college man so well described by Dr. Oswald. We want him many times over, but we want him in the school and public playground, and not cornered by a private family. The private tutor possibly for the supersensitive or abnormal child (tho even here it has been shown both in kindergarten and in schools for the blind and deaf that the sensitive and defective child develops more wholesomely when given the fellowship of children of his age or stage of advancement if directed by someone at once intelligent and sympathetic). But by all means the public school for the average child who is to be a member of the social and institutional life of America.

B. J.

Pleasant Old Gentleman—Have you lived here all your life, my little man?

Arthur (aged six)—Not yet.—*William Morse Hedrick, in Lippincott's Magazine.*

A father, fearing an earthquake in the region of his home, sent his two boys to a distant friend until the peril should be over. A few weeks after, the father received this letter from his friend: "Please take your boys home and send down the earthquake."

HOW THE FIR TREE BECAME THE CHRISTMAS TREE.

A CHRISTMAS TALE BY AUNT HEDDIE.

YOU ARE all happy when the Christmas tree is lighted up, but may not stop to think how it comes that it always is a Fir tree which Father Christmas chooses. You think it is quite natural, don't you? The Fir looks so proud and majestic in its glory! But the tree is really a very modest one, and it is only thru its humility it became the chosen Christmas tree. And this was how it happened:

At the time when the Child Christ was born all people, animals, trees and other plants were very happy. The Child was born to bring peace and happiness to all beings. Daily people came to see the little one, and they always brought presents with them. Three trees, which stood near the crypt, saw the many people and thought they would like to give presents to the Child also.

The Palm said: "I will choose my biggest leaf and place it as a fan over the Child." "And I," said the Olive tree, "I will sprinkle some sweet smelling oil above him." "What can I give to the Child?" asked the Fir. "You?" the others said. "You have nothing to offer. Your needles would prick the wee baby and your tears are sticky." This made the poor Fir tree very unhappy, indeed, and it said: "Yes, you are right. I have really nothing that would be good enough for the Child Christ."

Now, quite near the trees had stood an angel, who had heard all that the trees had said, and he was sorry for this Fir tree, who was so lowly and without envy of the other trees. He made up his mind at once to help the Fir. So, when it grew dark and the stars came out, he begged a few of the little ones to come down and rest upon the branches of the Fir tree. They did as the angel asked them, and the light shone beautiful from the tree. At this very moment the Child Christ opened his eyes, and as the lovely light fell upon him, he smiled.

As he grew bigger and saw that the people celebrated his birthday every year by giving presents to each other, he asked Father Christmas to place in every house a Fir tree also. Decorated with candles, it should shine for the children as beautifully as the stars shone for him on his first birthday. Father Christmas did as he was asked, you may be sure.

So the Fir tree was rewarded for its meekness, for, surely, there is no other tree that shines on so many happy faces.

THE OPPORTUNITY OF THE TEACHER IN RELATION TO CIVIC BETTERMENT.*

HENRY W. THURSTON, CHICAGO NORMAL SCHOOL.

THE principles of the organization of social groups are the same whatever their size or purpose, age or experience.

When a mother invites herself to a teaparty, given on the landing of the stairs by her little girls of ten and eight to Madeline and Marjorie who live across the street, she is an unusually sympathetic companion of children if she does not soon hear "O, mama, that's not the way we play!" or "*We* have teaparties this way at our house."

When a father, remembering the days of his boyhood, ventures out into the vacant lot to play "three old cats" with "Jim" and "Dan" and "Walter" and "Donald," he is very likely to find out that he has forgotten some of the "Rules of the game."

When a baseball player comes to the bat with two men out, three men on bases, and only one score needed to win the game, an attempt at a "grandstand play" instead of for a "safe hit" is well nigh sufficient cause for expelling the man from the team.

When people sing well together in a duet, quartette, or chorus, or play well together in an orchestra, each listens as well as performs.

When the undergraduates of a college have occasion to "paint the town" because at the end of the critical foot ball game of the season with their strongest rival the score has stood 16 to 6 in their favor, one who strolls around on the edges of the crowd will overhear on every side "team play," "elegant team work," "perfect interference," "team backed him up," etc.

The morning after an important election, when the "good citizen" is reading the "returns" in the morning paper and trying to account for the fact that spoilsman "A" rather than reformer "B" has been elected by an overwhelming majority, the only reason for it that satisfies him and seems to roll the burden of responsibility off his shoulders is "The machine did it; you can't buck the machine."

All of which illustrations are intended to suggest some very simple but important facts with reference to effective group action that

*Address delivered before the Chicago Kindergarten Club, October 10, 1903.

are too often overlooked, namely, That wherever people work effectively together of their own will for any purpose whatsoever, the people so working :

1. Are aware each of the other—they know the “players that make up the team.”
2. Have a definite group purpose that each member understands, is in sympathy with, and does all he can to help carry out—they all know “what the game is.”
3. All know the ways by which that group purpose is likely to be realized and are quick to adapt means to ends in order that it may be realized—they all know the “rules of the game.”

A CITY A GROUP OF PEOPLE THAT HAVE WORK TO DO TOGETHER.

Whatever else a city may be, it is a group of people thrown together by many causes—personal, economic, social, religious, political, etc.—who, by virtue of their common humanity and the fact of their being close together, have like needs for many things, are all in the same box, must do team work, must play the game together or be defeated. Some of the things that all the people in a city want are : fewer deaths ; less sickness ; cleaner streets ; houses less likely to burn up and with more sunlight ; purer air, water, milk, food ; better schools and school buildings open for all proper neighborhood purposes at any time on any day ; more books and more chances to use them ; more trees, flowers and vines ; less ugly and more beautiful things to look at ; better facilities for getting about ; more and better opportunities for play and recreation ; more of a feeling that all things are going justly and well with them ; in short, MORE LIFE. Such things cannot to any satisfactory degree be obtained by a few of the citizens of a city in isolation from the rest. To a degree as yet unrealized by most they must be secured for all in order to be permanently secured for any.

THE MUNICIPAL GAME NOT SO WELL PLAYED AS FOOT-BALL.

The reason why we do not secure civic betterment any faster than we do is easy to state. Those who make up the municipal team do not have any of the qualifications upon which a successful game depends. Most of us do not know what the things are that we have to do together—*we don't know what the game is*. Few of us realize

that in order to do these things we need the cooperation of all the persons in the city, or at least some from all classes of persons—we don't know who make up the municipal team. As to the rules of the game, most of us are convinced of only one thing, that there are none, or, if there are, that they are so complicated and ineffective that we don't care to take the trouble to find out what they are. There may be other reasons why civic betterment does not come faster, but these are enough for our purpose.

Civic Betterment depends upon the Development of Persons who can "Play the Game," of Persons who have the "Qualities upon which Effective Group Action Depends."

Here the opportunity of the teacher comes into view. There is no intention in what follows to minimize the function of the family, the church, the city administration, or any other institution or person that has an influence upon the development of young people. The purpose simply is to point out in a positive way some things that the teacher can do. Some of these things other agencies can also help to do, in some cases perhaps even better than the teacher. The great fact to be emphasized is that in some way or other the qualities upon which alone civic betterment depends must be developed in the members of the coming generation if such betterment is to be surely helped forward by them. In what ways then has the teacher opportunity to develop in his pupils these qualities?

THE TEACHER'S OPPORTUNITY AS A CITIZEN.

In coaching players for the municipal team, as well as in coaching a foot-ball team, it is a great advantage for the coach to be able to play the game well himself. The teacher who has all the positive qualities of an effective worker for civic betterment and is continually showing those qualities about his own home, in the neighborhood, about the school house and grounds, and in the efforts that are continually being put forth for better things in the city as a whole, is not able to do all these things entirely unnoticed by some of his pupils and thus, thru the force of his example, in places often not immediately connected with the pupils, his influence makes itself felt in the direction which he desires his pupils to take.

THE TEACHER'S OPPORTUNITY IN THE MANAGEMENT OF HIS SCHOOL.

As already implied, there is no short cut in this task of development of better citizens in a twentieth century city. The task is as

large and slow as the growth of human life itself. But while large and slow it does not need to be aimless and indefinite. It is possible to direct growth in certain directions, else why should there be such a difference between the English speaking child stolen in infancy and brought up among the American Indians and his brother who grew up under the direction of his parents? It is possible to become conscious of the formative influences we are throwing around the young.

During the last decade there has swept over the schools of America a movement that has been variously named "Self-government," "Student Control," "School City," "Junior Republic" and the like. (See Bibliography). It was born of the feeling that we were trying to develop men and women who should be capable of taking an intelligent and voluntary part in the cooperative work of a democracy by keeping the children during most of their minority under the minute autocratic control of their teachers. The remedy was sought in an effort to develop the habit of a cooperative life during all their school years. The diagnosis was practically correct, and the remedy for the disease was sought in the right direction, but poor judgment has too often been shown in giving the medicine.

At last three fundamentally important blunders have been made. First: Abdication by the teacher of his vitally important functions as a member of the school community and the consequent overburdening of the pupils with the task of securing in an unnatural environment a form of social control, or "school room order," that had formerly been secured by the external authority of the teacher. When the pupils failed in this impossible task the failure was too often set down as a fault in the thing aimed at, rather than in the manner of its attainment, and the whole experiment was given up as a failure.

Second: The attempt has been made to secure voluntary self-control on the part of the pupils by setting up certain external rewards or prizes in the form of badges, buttons, names, places, standing, etc. When the evil effects of this sort of thing have become apparent the condemnation that has fallen upon it has likewise, as in the first case mentioned, often ended all effort at developing the cooperative habit that at first had seemed such a desirable thing.

Third: Some schools have tried to secure a machinery for the purpose of securing social control and cooperation within a school by putting into operation, often with very little change, a form of social

machinery, such as a City Charter, or Constitution of a State, or of the Union, that was devised for a very different cooperative purpose from those of the school itself.* The result here has been that after the novelty wore off the complex machinery was found too burdensome for the needs actually felt by the pupils and it became a bore to "unwind red tape." Here also failure in a part of the effort has often carried with it confession of failure in the aim and effort as a whole.

All this is unfortunate, but might have been expected. The question now is how to secure the development in the habit of cooperation and social responsibility that was aimed at from the beginning without at the same time getting any of the possible undesirable results. The way out is so simple and obvious that those who are seeking something wonderful and new can hardly bring themselves to see that it is a way out at all.

If the reader will recall the illustrations of group activity that were cited at the beginning of this article, and add to them others of his own, and then ask the question what kind of organization any one of these really effective groups of people has, he will find that each has only such organization as its own inner life and group purposes demand. The organization that will really aid a group of people to do the work it has in hand most effectively is the only organization and social machinery that group wants, whether it be a group of girls having a teaparty, an orchestra, a football team, a political machine, or a city. But this much social machinery it must and will have if there is to be efficiency.

Applying this principle to the problem in hand, namely the teacher's opportunity in the management of his school, is it not perfectly clear that, from kindergarten up, the school room life, and the life of the school as a whole, can be so lived by the teacher and pupils together that, continually, the chance may be thrown open to the children to think what the group purpose at the moment is, and to devise or apply the social machinery that is best fitted to enable them to realize that purpose most effectively? If the purpose be to have a quiet half-hour for study, the conduct of the individuals in relation to each other to carry out this purpose best will be correctly stated by many a kindergarten child. If, on the other hand, the pur-

*NOTE.—Dramatization of these various forms of political machinery for the sake of learning about them is not here condemned. The point is that this dramatization should not be made the permanent means of social control inside the school except as demanded by the principle stated further on.

pose be a game of blind man's buff, a march around the room, passing the drawing paper and water for water color work, cooperative work in the manual training room, housekeeping, decorating the room, giving an entertainment, preparing a morning exercise for the rest of the school, passing out of the building quickly at close of sessions, etc., even the youngest children will often give, in the various cases, valuable suggestions as to the proper methods of procedure so as to do the thing in hand quickly and effectively. Children like to have the thing undertaken well done and they will prefer, now autocratic social control, now an oligarchy, and now a democracy, all dependent upon the kind of control the group purpose at the time actually demands. However, for the teacher to determine, in all of these cases, just what the children shall do is to rob them of the opportunity of gaining sensitiveness and power in adapting means to social ends which are the very qualities that we have seen the adult citizen in a modern city stands much in need of. On the other hand for her, as one of the little community, to face with them the various problems of organization for the exercise of the different functions that are possible to them under the conditions of their school life is so far to train them in the habit of voluntary, intelligent, and effective team work. The rules of the game in each of these cases may be written or unwritten, that is immaterial. The essential thing is that the social machinery must have grown right out of the various group purposes and be the simplest possible for the realization of those purposes.

As our schools more and more pass over from the passive, "empty-pitcher" type to the active, "education-is-life" type, it is evident that there will be more and more opportunity for a variety of social activities and consequent different forms of social machinery in a good school. All this means much to the teacher who is seeking to train citizens who can play an "offensive" as well as a "defensive" game in city life. The habit of mere negative self-control on the part of pupils, which results in what is often called "good school room order," is only one kind of social cooperation possible within a school. This is well at times. But what the children need more is the habit of voluntary, organized, effective action together of a positive sort. Civic betterment will never come from a municipal population that is trained wholly to social inactivity. Every social need of the room, school, building and school grounds must be taken advantage of by

the teacher who is alert to his opportunity as a coach of the members of the municipal team of players that are to bring in civic betterment. The "self-government" that grows up in this way, out of the life of the teacher and the pupils seeking a richer life together, may not have elaborate constitutions, charters, lists of officers, badges, external rewards and incentives, *but it will work*, and it will tend to develop men and women who, in various groups, can do work together more effectively than most men and women can now.

THE TEACHER'S OPPORTUNITY IN CONNECTION WITH THE GAMES AND
OTHER VOLUNTARY ASSOCIATIONS OF HIS PUPILS.

If what has been said at so much length under the preceding subdivision of our subject has been truly said, the teacher's opportunity in relation to training members who can take an effective part in ushering in a better civic order, thru the means of "boys' gangs," athletic teams, and voluntary associations of both boys and girls, ought also to appear great.

It is here that children have things to do that seem to them truly worth while. It is in their voluntary associations of various sorts they live at their highest level of interest and social power. Here there is genuine knowledge of the players, an understanding of what the game is, and a chance to devise and use such rules of the game that it may be played at its best.

This phase of our topic has been treated in an original and fundamental manner by Dr. Luther Gulick of Pratt Institute, and by Joseph Lee in an article on "Playground Education" in the Educational Review for December, 190—, to which the reader must be referred.

From these discussions it is clear that the teacher has at least three duties in connection with these voluntary associations of the young people under his control.

First, to recognize their tremendous importance in the life of a child, both as an individual, and as a means of training him toward those high forms of cooperative activity that our modern municipal life demands of its citizens.

Second, to help in every way possible the movement that is already well started to furnish adequate playgrounds for every child in the city. No city, whatever its attitude toward the individual welfare of a child, can long, from the point of view of its own social welfare

and economy in public expenditure, afford to neglect to provide places where all of its boys can play the great socializing games of baseball and foot-ball, or their best substitutes.

Third, to help on in every manner possible the movement for "clean sport" in colleges, high schools, municipalities, etc. By this means these games as played on every vacant lot in the city, will tend inevitably, thru imitation, to the formation of ideals, of honesty in dealing with a foe, of loyalty to the group welfare, and of cooperation that seeks at the same time the welfare of the individual and of the group. Otherwise, all these games may tend just as strongly toward sharp practice, dishonesty and low ideals of social morality.

THE TEACHER'S OPPORTUNITY IN CONNECTION WITH THE CURRICULUM.

We come now to the third form of opportunity of the teacher in relation to civic improvement, namely, that in connection with the child's knowledge and habit as related to the city in which he lives. It is well to keep him in an atmosphere of social consciousness, activity, and invention in the school room, the school building, upon the school grounds, and in his games and other voluntary associations. It is impossible to see how we can develop the kind of men and women we need to live the ideal municipal life together in a modern democracy without thus saturating them in the atmosphere of such cooperation during the whole of their school and playground life. There is no royal road to right social living.

But the question remains—Suppose the children have been so trained, is this enough? Will such boys and girls be sure to do their part toward the civic betterment that means more life to all the citizens in a large city? Will they play the municipal game honorably and well? There can be little doubt that the answer must in many cases be in the negative. The modern city is so large—*there are so many players*—its functions are so many and so complex—*the municipal game is so hard to understand*—and the social machinery by which the inhabitants of the city are forced to try to carry out their purposes is so intricate—*the rules of the game are so complex*—that often the citizen who has only the cooperative spirit, habit, and intelligence of such small groups as the family, the school room, the athletic team, and the literary, social, or religious club, is not able to play the municipal game effectively. Too often he becomes merely

the helpless "good citizen" who says Alas! and then sends his children to the private school because the public schools are not good enough, hires a private watchman because the police cannot be trusted, hires a private garbage team because the municipal wagon fails to come around regularly, and buys distilled water because the city water supply gives him typhoid fever.

Even a social habit needs familiar social stimuli in order to discharge itself in the customary manner. When the person who is in the habit of playing a good team game of baseball is asked to play football with players whom he does not recognize, and while he is ignorant of the game and its rules, he is more than likely to be simply in the way. What more then can be done for him? Simply this, make him progressively intelligent respecting this complex co-operating group of people—the football team, or it may be, the municipal team. Teach him what the municipal game really is in terms of his own life and comfort. Help him to see that constitutions, laws, charters, city councils, etc., are only the means by which men and women just such as he sees all about him are trying to get the things done that all feel ought to be done, in short, are merely the rules of the municipal game. Why not make him increasingly conscious of the benefits that come to him thru this larger form of cooperation, and conscious that the same qualities of insight into purpose, membership, and methods which he is daily practicing in the school room life and in his playground life are the very ones that are needed to make the municipal game a victory instead of a defeat? Why not in a thousand concrete ways lead him to bridge over the gulf between his membership in the small groups where he is effective and his membership in the large group where most of us are so ineffective? This cannot be done by the mere telling. His studies must be so continuous, so concrete, and so genuine that he will tend to realize it for himself.

Heretofore we have tried to do something of this kind by making the child memorize and repeat pages of the Constitution of the United States, of the State, of the City Charter; by making him learn long lists of officers with the length of their terms of office, their salaries, catalogs of their duties, etc. We have expected such study of the mere anatomy of the political organism to transform the life of the student. What the child is interested in is life itself, activity, the dynamics of city life, how things are done. Anatomy, constitutions,

charters, catalogs, etc., are all right in their place, but they are of no value to a child until he has need of them.

In place of this I would begin in the lowest grades with the observation and interpretation of the social functions of such persons and things as are daily seen by the child. For example, the lamp-lighter, garbage man, post man, street sprinkler, policeman, the contagious disease card and its meaning, the ambulance, the grocer, milkman, and butcher, the engineer and janitor of the school building, the kinds of fun we can have in the park, etc.

Thruout the first and second grades, social functions similar to the above should be frequently talked over with the children in a simple way, with the purpose to lead them to see service thus performed for them, and to see also that the service can be performed only on condition of some kind of reciprocal service by which the persons thus devoting themselves to activities that do us good may themselves be fed and clothed and housed. The whole study should be simple and natural and deal only with such thoughts as the child can understand. The following are suggestions* for the discussion of a policeman in these grades :

What he does, especially the things that will appeal to the child as positive in contrast with the to him negative functions of keeping children from doing the things that they want to do. For example. helping women and children across crowded streets ; helping lost children to find their homes ; helping persons who are injured at fires, in times of accident, etc. The preventive work of the policeman from the side of its protection of property and human life instead of from the side of the person who is forbidden to do the thing he wants to do. The continual watchfulness of the policeman by night, by day, in cold and storm, in loneliness and weariness, etc. His uniform, what it means, what certain stripes, buttons and colors mean. The patrol box, what it is for. The patrol wagon and its use. Development of the feeling that we have always at our call such watchful, strong, and well-equipped helpers. What we do and may do for the policeman. Talk with the policeman, tell stories of his work, bravery, etc. Draw pictures, sing about him, play games, begin to understand his genuinely social functions in their simpler forms.

*NOTE.—These are only typical suggestions. Similar ones should be devised by the teacher for help in the social study of each person and function talked about with the children of the lower grades.

In the succeeding grades study the fire department in much more detail, including a visit to a fire station, a study of the organization of the department,* the history of fire fighting in the city and in the world; the water system, including its history, organization and comparison with the systems of other cities; the lighting system; the drainage system; the schools, parks, playgrounds, libraries, and other functions, not only of the city, but of other political units, may all be studied *from the function end first* and afterward from the point of view of organization and history. There is no one of these social functions that is not absorbingly interesting to the child when studied with the purpose to find out just what he gets out of that function and how we as social groups have actually organized ourselves to perform it.

From the first grade up, it is essential that four things should be kept in mind by the teacher (not at first by the child), while studying any one of the functions, namely:

- (a) What is done.
- (b) Who does it.
- (c) For whom it is done.
- (d) How it is done.

In other words, what we have meant all thru this paper by "What the game is," "Who play it," and "How it is played." In the lower grades emphasis may be placed upon the thing done, but who does it, how it is done, and for whom it is done should all be noticed. In the upper grades more and more detail should be included under each heading. For example, a first grade child may easily understand that we, (his father and the neighbors), teach, (the thing done), our children, (those for whom the thing is done), by building a school house and hiring teachers, (how the thing is done). But in the eighth grade we, (who do the thing), may be enlarged in his understanding to include all the persons taxed for the support of the school; our children, (for whom the thing is done), may be understood to include all the children in the city; teaching, (the thing done), may include the curriculum of the whole public school system from the kindergar-

*NOTE.—No sooner does a teacher begin to study the dynamics of one of these social functions of a city than the question arises, "How was this thing formerly done?" In most cities this question cannot be answered save by looking thru musty records, local histories, files of newspapers, etc. There is no more fascinating study, however, than for some one to do this for the purpose of writing the story of the evolution of the function for the children. Each city needs to have this work done.

ten thru the normal school and the State University ; building a school house and hiring teachers, (the way the thing is done), may include the whole process of taxation, (social contribution), and the whole process of electing or appointing, (social selection), the mayor, aldermen, civil service commission, board of education, superintendent, teachers, janitors, engineers, etc.

After such concrete study of civic functions has been carried on thru all the grades of the elementary schools, it will be easy, during the eighth grade and in the high school, to make the ordinary study of civics throb with life and interest as a study of the rules of the game by which in this complex democracy we bring about a division of labor between Nation, States, and local political units to secure for ourselves the various concrete forms of welfare with which the pupil has long been familiar.

I believe that such training of the American boys and girls as has been imperfectly suggested in the preceding pages in connection with School Organization, Voluntary Associations, and the School Curriculum, will do much to make good municipal players of the majority of the boys and girls who are so coached. Thus, by conscious and continuous forethought, slowly but surely developing the social habit and intelligence of the young thru all the years of immaturity, there seems to me to be some hope that the next generation of citizens will be much better prepared to maintain our municipal life on a higher plane of co-operative efficiency than are we of today.

DISCUSSION AT THE CHICAGO KINDERGARTEN CLUB.

The valuable address by Prof. Thurston on the Teacher's Opportunity in Relation to Civic Betterment, given before the Chicago Kindergarten Club in October, was made the basis of the discussion of the club at its November meeting, when the question of the day was "to what extent can the kindergarten be made a self-governing community? What methods have been most effective in self-control?" A committee of which Miss Sarah E. Hanson was chairman had the afternoon's program in charge and fulfilled their obligations admirably, tho to the great regret of the club Miss Hanson was absent on account of illness, Miss Georgene Faulkner presiding in her stead very acceptably.

How can the principles enunciated by Prof. Thurston be applied in the kindergarten? The principle is the same, the speaker said,

whatever the size of the group or its components. What is social life but working or playing together? The quarrels that arise ending in one little one crying: "If you don't play my way I'll take my doll and go home" is but the childish form of the unco-operative spirit we see later in disgruntled politicians. Miss Faulkner quoted a rhyme evolved by the children in the Brooklyn playground, of which she was in charge this summer, and which exemplified the true democratic idea:

Fair for one, fair for all,
If from this rule you ever fall
You'll fall to the ground.

The first thing implied in the true playing of the game is obedience to law—no freedom without government. The children in the kindergarten learn the rules unconsciously when learning to carry their chairs in a way to interfere with no one else—in learning to be orderly in all this. In their rhythm exercises they come under the influence of the law of time. In their occupations and individual work each learns not to infringe upon the work of others. The spirit of service dominates all. The individual is made to feel responsible for the work of all. The Mother Plays of the "Fishes," the "Patty-cake," and the Flower Basket were cited as being particularly valuable for developing the sense of social service.

Mrs. Mate Topping discussed what Prof. Thurston called the purpose underlying the game, that each member understands. She said that the important thing in helping to self-control in the kindergarten is attention. If attentive the child controls himself. To get his attention we must use as a basis those things which are within his experience so that he will be interested and use his best efforts. If we do not succeed in holding his attention it is because we are keeping him too long at one thing, or because his surrounding conditions as to plenty of space and air and light are not sufficient or because we give him something which is beyond his understanding.

Miss Cleaveland followed, calling attention to the fact that in helping the child to prepare for independent government, to pass from the patriarchal to the democratic form, there is frequent occasion for employing the three forms of autocratic, oligarchic and democratic government. The question is what is to be the test of the kind required.

In leading the march or other game the little leader is very likely to be despotic and the other children follow his dictates blindly as when the theater was being dramatized and the child in charge arranged the chairs in a semi-circle facing the wall and then performed behind the children's backs, no one thinking of demurring.

Sometimes the children seem to be governing themselves when in reality they are bribed by the teacher's tone of voice, or choose a game from habit or from suggestion. The teacher is to help them to make choice of the larger self as often as possible.

Wherever possible opportunity must be given for them to govern in minor matters. But the father who had a fifteen-minute argument with his five year old to get her to go to bed probably made himself ridiculous to the outsider and perhaps to the insider.

There are times when the impersonal law is best and the second test as to the kind of government to use is found when it is impossible to give the child a choice. Then state the law and expect the child to act accordingly. God did not allow destruction by gunpowder till man had acquired enough self-control to use it with some restraint. So the child must not be given unlimited freedom till he has learned some self-restraint. The child is not happier when he runs himself and the family.

The third test is found upon those occasions when it may be impossible to state the impersonal law. Then the parent or teacher must stand for the "must" and if their government has been wise and sympathetic and if the child has not been reasoned with too much he will not expect an explanation or reason, but will accept the dictate of the lawgiver in the right spirit. This means that love is felt to be underlying each law.

Miss Marcellus gave in a semi-humorous vein a vivid picture of the unideal conditions under which many kindergartners are striving for the development of their children.

Mrs. Todd said that the child cannot be expected to grasp the meaning of individual responsibility. He can only begin to sense it. He first senses the rules of the game thru meeting the simple rules of the kindergarten, the keeping quiet at certain times, the standing, sitting, etc., according to direction. He has to a certain extent to work this out for himself at the table. He learns little by little that he has the best time when all obey the rules of the game. At the

Commons this feeling that there are rules to the game and that other children are learning the same game is brought home to them thru visits to other kindergartens, where they see other groups living under the same rules. The teacher should as far as possible be felt as a member of the group. Some children are natural followers, some natural leaders. Those who want always to lead must learn that even when leading they are after all but members of the group. Leadership must be cultivated in the timid. At the Commons the leader is chosen for a week at a time. He soon learns how one unco-operative child can spoil the fun of all and when he slips back into the ranks he is much more likely to be co-operative. He is rarely disobedient.

Miss Martin dwelt upon the importance of taking the child upon his own plane and leading out from that in dealing with the principles of "by whom and for whom the game is played," and also the same thing must be done over and over again in different ways so as not to dissipate the child's power. She told of the child who realized his father's value to the extent of being very proud that he was a printer, while another had so vague an idea of his father's importance to the community that when asked what he did he said with very little respect, "My father don't do nottin'; he's a policeman."

In the general discussion that followed the following points were made:

That in home as well as in kindergarten there was danger of making a mistake and using the wrong kind of government at the wrong time. Too much of self-control is often expected of the children whereas self-control is a virtue that grown people have not all learned yet. We are always having to train self in this direction. It is a relief to the child to have outside help. It is the child's right to be subject to an autocratic government. The great virtue of childhood is obedience. Parents and teachers are there to be the child's guides and the embodiment of law to him. The case was cited of a child who was subjected to self-guidance and analysis at too early an age and who grew up with an unhappy, "unheavenly" conscience, and was in a constantly agitated state of mind.

It is difficult to know the best government for the child unless the kindergartner knows the form in force at the child's home.

The three forms should be used in the home as well as in the kin-

dergarten. It is better if giving the child a choice of action to limit the choice to two things and thus concentrate.

The case was given of a four year old child who began to cry in the presence of a visitor. His kindergarten trained mother turned to the child and said: "Harry, you may cry for just three minutes. If you continue then you must go to your room. The child continued crying and at the end of the time allotted his mother told him to leave; and recognizing the justice of the penalty, for he had been allowed a choice, he went to his room without a word.

The government of which the child is unconscious is the best—that obtained by keeping the child happily occupied by appealing to his interest and attention and by suggestion, or by appealing to him in a natural, I'm-one-of-you way, as when the teacher says to the deliberately wriggling child: "What are you doing that for? That isn't in the game."

One child helps in governing another. The self-satisfied little daughter of an army officer who had been spoiled by too much attention and petting said in the circle autocratically: "When I speak at home every one stops and listens to me." "Well, we won't do that here," piped up another child.

Difficulty in government sometimes arises because the child does not understand. Often too many directions are given without allowing time enough for the child to grasp what has been said.

At this meeting it was voted that the club affiliate itself with the Illinois Congress of Mothers.

"That reminds me, too, of something I read the other day about a girl who was found scrubbing the back fence. The conversation ran:

" 'What are you doing, dear?'

" 'Keeping the city clean.'

" 'Who told you to do it?'

" 'Nobody told me. I found out in our civics class that I ought to help, and they say home is the place to begin. Civics teaches us to be good citizens, you know.'

" 'How old are you?'

" 'Eight and a half.'

" 'Eight and a half! And you study civics?'

" 'Civics? Why, yes! They have that in the baby room at our school.'

" 'Civics in the baby room! Where do you go to school?'

" 'Right around the corner. O, civics is the most fun of anything! You just ought to visit our school.' "

Little Chronicle.

A TWENTIETH CENTURY ROUND TABLE.

A department open to the informal discussion of questions of importance to all practically interested in the nurture of children, whether as kindergartner, parent, grade teacher, or Sunday-school teacher.

EMMA BOOTH-TUCKER.

The tragic death of this leader in one of the great religious movements of the time, recalls circumstances in her life from which a profound civic lesson may be drawn. Her charms of wifehood and motherhood are the cherished remembrances of her immediate friends. Her devotion to the Salvation Army is the pardonable pride of her associates in that organization. With none of these things have the outside public any concern, beyond their generous appreciation of such qualities and their tender regard for the memory of this woman by whom those qualities were so signally exemplified.

But everyone should have a direct and deep personal interest in the fact that Mrs. Booth-Tucker's devotion to an exacting public service did not interfere with the fulfillment of her duties as a wife nor the performance of her obligations as a mother. On the contrary, she was doubtless all the better and stronger as wife and mother for being also a tireless leader among right-minded men and women.

There is a superstition that the good wife will have no inclination to participate in public affairs and that the good mother will have no time for it. So wives and mothers among the poor let their brains run fallow while they bend over washtubs, and wives and mothers among the rich allow theirs to run fallow while they minister to family pride at social functions. With unconscious irony all this is called "making the home."

Women must not vote. That onerous burden would break in upon the marital and maternal duties of the washtub and the afternoon tea, and so destroy the home! They must not hold public office, no matter how crying the need in our public service for fem-

inine thought and feminine action. For with women in politics our children would be neglected, and our husbands would go unkempt and unloved, while the home would disappear from our civilization!

Against this barbaric superstition Mrs. Booth-Tucker's busy and useful life was a daily protest.

True, she took no part in civic affairs. Her case cannot be cited, therefore, as a precedent for woman in politics, identical at every angle. But no possibly public service in civic affairs could be more exacting in its demands upon a woman's time and energy, or more disturbing to wifely and motherly duties, than the public religious work which Mrs. Booth-Tucker did perform so long and so successfully. Yet she leaves seven children, who have never lacked their mother's love and care.

Without detracting in the least from the particular public service to which Mrs. Booth-Tucker's life was devoted, may not that life be fairly cited as a shining instance of the perfect compatibility, with women no less than with men, of private and public service? May we not point to her career as another notable demonstration of the intimate relationship of wifely and motherly functions with the functions of citizenship, in the perfect compatibility of home-making with community-building?—*The Public*.

TWO CHRISTMAS STORIES.*

A PICTURE STORY.

There lived in an old house in Italy a band of good men who were called The Brothers. They were brothers only because it was for love of the Santo Bimbo that they were living away by themselves. Each day some of them with staff in hand and heavy boots journeyed far over the hills to find out the hungry, the lonely, the sick and the sad. Many times when he returned at night, perhaps a Brother carried, wrapped in his warm habit, a little child. No doubt he had been wandering in the streets friendless, until the good man, his heart warm with love for all children and sweet with the beautiful memory of another Child, took him away to his home. There the little wanderer would live the

*Copies of Sistine Madonna can be obtained of Perry Picture Co.

long, bright days making sunshine for all and thinking of the day when he would be a man and a Brother too.

Each day when the sun was dropping low and the birds were chirping their good-nights, clear and sweet over the hills and valleys a bell would sound calling The Brothers to pray. Into a room with windows which had all the colors of the sky at sunset, the Brothers came, some happily because the day had been glad, but many were tired and sad because they had found selfish lives and hard hearts. You would easily have known these, for their heads were bent and very wearily they dropped into their seats.

One day as a guest to the house there came the great painter, Raphael. When he sat in the beautiful room with the Brothers at prayer, his heart was full of pity for those who came so weary. To make them happier he decided to paint a picture. It must be more beautiful than any of the pictures of the Christ Child and His Mother that he had painted before. So strong would the picture be that it would come to weary hearts like a cooling breeze on a Summer's day, so beautiful that all the sorrows of the day would be forgotten, so full of love that it would be a glimpse of the Life Beyond, and it would be merry, too, to show that we must laugh while we go long journeys of love to the sad and lonely and sick. So happy was Raphael as he worked, that little round-eyed Italian children gathered and watched him make the picture grow.

When the picture was all done, it was taken to the room where The Brothers went to pray. They placed it where all might see it, and then this is what I love to think the great painter did. In a dim part of the room he stood watching the faces of his friends. The great organ was playing softly. Not expecting the picture, The Brothers covered their faces in prayer. The music became more and more soft. While each Brother sat bowed and still a little boy lighted the candle, then crept softly away. When at last The Brothers looked up each one started, for he surely saw a bit of Heaven before him. Two great, green curtains had been drawn apart, and back of them—oh, the glory! Hosts and hosts of little angels' happy faces! In the center was the Child and His Mother. Such a strong, loving mother and such a beautiful Child. At the left was the kneeling figure of a kind, old man, in a robe like sunshine. He seemed to be asking the Child to bless him. This was Pope Sextus, after whom the house was named. At the opposite side knelt a dear young girl smiling down at The Brothers. Over her shoulder one could see

the towers of an old castle where the young girl Santa Barbara had lived, until one day she learned of the Child. Ever after she had loved him and had served him as The Brothers were doing. Perched at the very bottom of the picture were two jolly little cherubs with faces like the little children in their own house and which made The Brothers feel very much at home. When they had looked a long time and were very sure that the picture was not all a dream, they wished to thank the great painter—but he had found his thank you in their happy faces and had gone.

AMY NOAKE.

ONE BIRD SAVED IS BETTER THAN NONE.

It was a very cold morning, the day before Christmas. The snow had been falling all the night, and everything was covered as with a big white blanket.

The sparrows, crows and little robins were on the lawn looking for food. As they could find nothing they began a plaintive crying.

A little girl heard them and went to the kitchen for some bread-crumbs. With a plateful in her hand she met her neighbor's boy, who asked her, "Where are you going with those crumbs?"

"To the lawn," she replied, "to feed the hungry birds. They cannot find food, the snow is too deep."

The boy laughed, and said, "Those few crumbs will hardly be enough for one bird, and there are so many. They are of no good."

"Never mind," the little girl answered, "it is better to save one bird than none at all."

The boy, touched by the child's words, went to his house and got a whole loaf to help feed the hungry birds.

Next day he dressed up and made believe to be Father Christmas, taking toys and books to poor little children who lived in his neighborhood. He brought also a pretty little loaf filled with chocolates to his neighbor, who had taught him how happy it makes one to give some pleasure to somebody who has less than oneself.

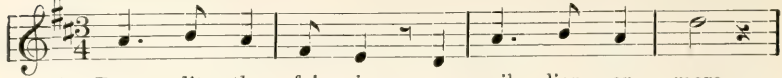
TANTE HEDE.

The Kindergarten cause has lost a valiant and much-regretted leader in the death of Mary Evelyn Strong, principal of the Kindergarten Normal School of Galesburg, Ill. She was a pioneer worker of rare courage, tact, gentleness and executive ability. What she accomplished was in the face of physical disabilities such as are met and surmounted by few. A more extended notice will be given in our January number.

Christmas.

MARY McNABB JOHNSTON.

EMMA A. THOMAS.



1. Brave lit - tle fai - ries, a mil - lion or more,
2. "Hush!" said the fai - ries, "Old North - wind be still!"
3. Sleigh - ing all gone, how did poor San - ta feel?



Came from the south - land to vis - it our shore.
 Then they all breathed o - ver mead - ow and hill,
 He had to buy him an Au - to - mo - bile.



Christ - mas was near, snow was fly - ing a - round,
 Chang - ing the snow - drifts to lil - lies so fair,
 Ev - 'ry one laughed when they heard of the trick



North - winds were blow - ing with loud, lone - ly sound.
 Turn - ing to pan - sies the flakes in the air.
 Played by the fai - ries on good old Saint Nick.

Third line of third stanza can be changed to "Even Santa Claus laughed," etc., if one prefers not to think of laughing at the dear old Saint.

CHRISTMAS PROGRAM.

This is truly a season of "Peace on earth, good will toward men." For at no other season of the year are we, as Kindergartners, so universally united, in thought and deed.

At other seasons of the year our programs are many and varied, but a Christmas program cannot help but be, in a way, more or less the same the wide world over. For are we not, "every nation, every tribe," united in this glad celebration of the Christmas Festival?

How do we begin our Christmas thought? In the first place do we believe in giving the myth of Santa Claus, or do we not?

Here we may find a difference arising, for poor old Santa Claus has been fought over for many years and yet seems capable of standing the siege for many more years to come, for he continues to win victories anew each Christmas-tide.

The practical old world with its hard, cold facts may look sad and say we are acting a "lie," to give to the child the thought of a "Santa."

Let us make haste to answer this is no "lie," there is a Santa Claus, as long as there is the spirit of self-sacrifice and service in the world—whether he may be called "Santa Claus," or "Kriss Kringle," or "Good Saint Nicholas," on his journey from country to country, it matters little, he is everywhere present, and reigns supreme in every heart and home where there is love. "Long may he live and reign!"

It really is not the *use* of "Santa Claus," but the *abuse* of Santa Claus which we should decry when almost every department store on State street furnishes a grotesque and coarse man to personify the good saint, and a child sees many a Santa Claus as the "only *real* edition." He is being imposed upon by the "grown ups" and it is a lie and is hideous in its very baldness. But when he is given the Santa Claus story, he can call up for himself an ideal Santa, with his rosy cheeks, red nose, hearty laugh, his "ten tiny reindeer," and his never-failing pack of toys, upon which he has labored for months in preparation for this glad event of doing for others. What better ideal could we take than this Santa Claus, who is but a symbol of loving giving?

The first thought, at Christmas time, is apt to be: "What am I going to receive for *my* Christmas gift?"—and we constantly hear, on all sides: "Santa is going to bring *me* a new dolly," or "I am going to have a new fire engine," etc. "*I*" and "*my*" are certainly very much in evidence and we join in these eager tales of toys, to come and show our interest in these anticipated gifts. But let us not be content to stop, in this stage of thought, but help the child daily to be more unselfish in his Christmas dreams, as he works on his Christmas presents for father and mother, praise his efforts and encourage him by telling him how surprised and delighted they will be when they awaken on Christmas morning and find the gifts he has made. "Truly he is a little helper to Santa Claus." Later comes

the thought of self-sacrifice—of actually giving up a long-loved toy to some poor little child.

This giving to others is sometimes abused and cases have been known where the kindergarten tree has seemed to be a dumping ground for broken toys, some of which are beyond repair and have entirely lost their most attractive features.

But if we ourselves have the true spirit of service and help the children in every way to feel that we are sincere, they will soon imbibe it. A great thought if properly given, in the kindergarten, is just as catching as the "measles" or mumps. Allow me right here to illustrate from a case in our own kindergarten family (as every mother loves her own babies best, so we must be pardoned for telling "home news").

Two little sisters had two little carriages, in which each day they took two little dollies out for a walk, and they loved these carriages more than any other toy which they possessed.

When we began first to talk of our Christmas tree they were very willing to give any old toy which they did not value and also were inclined to be most generous with the toys belonging to their baby sister, who was too young to have any voice in the matter.

When they heard the story of the "Great Walled Country," they agreed that it would be nice to give up one doll-buggy and share one carriage for the ensuing year. It seemed to me that was quite enough, for I knew it to be a great act of self-denial, as it is always hard to share. But their mother said: "Yes, that would be nice, but it would be nicer still to make two other little girls as happy as you have been."

Here the matter dropped till the next week, the closing week before the holidays, and I told the story of the "Beautiful Bells." The children were all attention to this truly lovely story of the self-sacrifice of little Pedro. We noticed that the little sister, Susan, was sad and thoughtful all the morning, unusual in her case, for she had a very lively temperament and a happy disposition.

Her mother supplied the rest of the story. When poor little Susan reached home she buried her head in her mother's lap and sobbed out: "It makes my head sick and my heart sick and my stomach sick and makes me sick all over, but I'm going to give up my carriage too, mother."

The storm over, she was soon her own happy self and could hardly wait until the next morning, when both little sisters appeared radiantly happy at our Kindergarten and each rolled her well-filled carriage under our Christmas tree.

And small Susan lisped: "I'm thoo glad to give my buggy to that other little girl. She'll have a happy C'istmas and I'll have a happy C'istmas too." When her indulgent grandmother heard this story she said: "Bless her heart; I'll give them each the handsomest carriages I can buy." But the all-wise mother stayed the too generous hand and said: "No, they can play without carriages, for a year, at least; it would be no sacrifice if it met with a reward."

This program which I have taken from an old manuscript is the one used at the time of this incident. And I will hasten to say altho this is very faulty in detail and many other programs have I used during this season, still I am glad to turn back to this as an old friend, for it helped to guide us as we tried to lead our children to a realization of universal service and awaken in them a desire to serve.

PROGRAM FOR DECEMBER.

MOTHER-PLAY—"TOYMAN AND BOY"—"TOYMAN AND GIRL."

General thought, Family Relationships. Observance of family festivals Christmas.

Special Thought—Preparation for Festival. Santa Claus used merely as a symbol of sacrifice and service to others.

Spiritual significance. At first the children are enthusiastic over the thought of Santa Claus and the toys which they hope to receive. Then should come the desire to do for some one else, to be a little "Santa Claus." This is soon followed by the larger thought of service to the great universal family, of self-sacrifice giving up some toy to other little children less fortunate. Santa Claus should be so presented to the child that he cannot but feel this universal love and good cheer.

Intellectual significance. Children should then have the pleasure of visiting toy-shops and selecting toys. They thus gain knowledge of materials which help them to an understanding of the labor involved and to appreciate the skilled workmanship, necessary before the simplest toys can be sold.

At this time we would suggest that each assistant read: Dickens' "Christmas Carol," Kate Douglas Wiggin's "Bird's Christmas Carol," Elizabeth Harrison's "Shop Windows," Child Nature, 64-70.

Circle—Tell of thanksgiving festival and of families reunited at this time. Read letter of thanks received for food and clothing which we sent as Thanksgiving offering. Talk of longed-for day, of toys seen and toys hoped for. Show pictures of visit to toy shop and let children dramatize toys.

Let children draw pictures on board of toys in Santa Claus Garden, after children have been told story of "Children's Visit to Santa Claus Land." Children choose songs remembered from previous year.

Gifts—Tell Thanksgiving stories with blocks. Make Grandmother's house, table, chairs, sleigh.

Pictures of toys made with sticks—children to ask for number and length as they work. Make pictures of toys with seeds.

Illustrate Santa Claus story with blocks. Make fireplace of cubes—cut paper stocking and hang up. Second gift box for sleigh and beads for toys.

Children asleep and one play Santa Claus leaving balls to represent different gifts.

Occupation—Cutting and drawing. Begin on Christmas mats, selecting harmonious tints and shades. Draw pictures of children's hands to prepare for Christmas work. Folding and cutting to make Santa's big sleigh.

Group work, all join in making chains for tree.

MOTHER-PLAY OF THE "FLOWER BASKET." In this song every member of the family is seen celebrating the birthday of the Father, showing their love for him by serving him while he is also planning a gift of love for them. This should be the true Christmas spirit. It shows that it is the thought of love not its value that makes it truly worthy.

It is not only the giving, but the receiving of presents in the spirit of love, which counts, for very often it is much harder to receive than to give. Read Wordsworth's "Ode to Duty."

Give unto me made lowly wise
The spirit of self-sacrifice.

Circle—Talk of tree to be given by us to some one. Tell how we can earn pennies. Tell "Story of Great Walled City."

Free play with toys brought to give to other little children. (Care must be taken of these toys which are sent to other little children.)

Gifts—Make tall and short forest trees. Also Christmas tree of cubes, for stand, cylinders for tree, sticks for branches, beads for gifts. Make objects named in "Great Walled City."

Occupations—Fold baskets for tree. Play in sand with toys suitable.

Christmas tree posters for blotters. If teacher must help finish any work, let children see the tying of ribbons, etc., so that they may see the result of their work and know it for theirs, beside feeling co-operation of teacher.

The children should now have been led from selfish thought to that of giving to others, of making happy some other little children. (Herein lies the value of a tree bought with their own pennies, trimmed by their own efforts, the branches bending with their toys, which they have loved, and now sacrifice.) The stories, songs and pictures of the first glad Christmas day should be so presented that even the youngest children may understand about the first and greatest gift to mankind. The Christmas gift which united us in a common brotherhood, as one vast family, was found by the shepherds and the wise men, "wrapped in swaddling clothes, lying in a manger."

Intellectual significance. Knowledge of materials used in the making of Christmas gifts. Examination of tree for branches—pine, balsam, cones, holly wreaths, etc. Sense games.

References—Stories of Nativity and Wise Men, in St. Luke and St. Matthew; "The Christ Child in Art," Henry Van Dyke; "Christ Child Tales," Proudfoot.

Circle—In retelling experience at home have children sing songs learned at Sunday School. Help them to feel we are interested in their experiences outside of the Kindergarten. In learning new songs also look at art pictures, which tell the same story. Repeat songs slowly and reverently, when teaching them, that children may get the right spirit.

Gift Work—Second Gift, Twirling Games; play Santa Claus; let these magic toys show what they can do, what they suggest, as drums, tops—jointed slats, make frames of different dimensions; number puzzles. With sixth gift make organ of great cathedral. Sing and play music. Illustrate story of "Why the Chimes Rang."

String corn and straws for tree and cranberries and corn.

Occupations, lanterns for tree. Select pictures for Christmas calendar, cuts out and mount.

Count pennies for tree; go to store, buy, and pay money; thank man. But corn and cranberries.

Let each child help decorate tree and put his toy in the branches.

Last day on circle: Prayer, hymn, songs, story of Christ child, as adapted by Miss Harrison. Have a march and short period of rest, while our chairs are carried down to the main hall.

Stereoptican pictures (in the hall), illustrating the thought of Christmas. Children sing our Christmas songs, as suggested by the pictures. Let the children talk of the pictures (quite informally); tell no story, but if children wish to tell story from picture let it be their own. It must be entirely the children's celebration. (See Mari Rolf Hofer's *Children's Messiah*.)

Come back to our room. Christmas games and celebration around our tree.

Take home our work for father and mother and surprise them with their gifts Christmas morning.

This old program is surely most crude in many respects, and it is with a most apologetic feeling that I offer it to you to make use of as you see fit.

It seems especially strange to read of the Christmas gifts made then, where now so much other handwork is constantly done.

The last few years has brought to us "raffia" as a suitable material to use and some of the most simple raffia work can be done by the older children. As, for example, picture frames, napkin rings, etc., can be made by simple winding of raffia; card holders, handbags, etc., by knotting raffia; weaving to make small bags, or needle books, etc. But the weaving of baskets seems to be better suited to the older children in primary grades. In some kindergartens children have been able to accomplish clever Christmas gifts in sloyd work, although this work with the wood, like much of the raffia and bead weaving belongs more properly to children of advanced years. Whatever the material used, let us endeavor to make our Christmas work as simple as possible, so that the child can do it almost all himself. The teacher should not be forced to sit up till the wee sma' hours of the night, either to prepare or to finish the work.

At an exhibition of children's work given last year, a young assistant was heard to remark, with pride: "Isn't that a dear little box. My children at my table each made one all by themselves," and when questioned by an inquiring friend, she replied: "Well, it did take my father two hours to drill those holes in each one," and when it came down to hard, cold facts, the child had really done little more than put the parts together. If the work is simple enough the child can prepare it itself and as for the finishing, well, that should be done by him, or at least when he is present, trying to help, but more often, in reality, hindering its completion.

Many a child has not recognized his own gift, it has been so transformed by the teacher. Too much outside help weakens the whole purpose of the gift. It is hardly a labor of love from the child, when it is almost entirely the work of the teacher. Surely the father and mother will be better satisfied with the crude result of their baby's labor than with the artistic creation, fashioned by the skillful fingers of an overtaxed teacher. Let us, then, not worry about the elaborate gift, but rather spend more time on giving the true Christmas thought in the stories, songs, games and gift-lessons.

I recently heard a kindergartner say: "We won't have any gift lessons at Christmas time. We will be too busy with our occupation work." This is often the case, but when we see children joyously uniting in building a fire-place and dramatizing the Santa Claus game, it seems the worst time in the year to leave out the materials which Froebel has given to the child as the tools whereby he may strive to express his thoughts. There is truly no time during the whole year when the child is more anxious to tell his thoughts and to have everyone else share in his experiences, and as disciples of Froebel we

should try to give the child every opportunity for this participation with and for others.

GEORGENE FAULKNER.

(Condensed by the editor.)

PROGRAM FOR DECEMBER.

The Country of Happiness.

MONDAY. *Circle Talk.* Thanksgiving experience related. The Pilgrims' happiness in making the Indians happy. The children's enjoyment in sending good things to poor children.

Table Periods. Free representation of Thanksgiving experiences. Weaving of baskets continued, or sewing of Indian line decorations.

TUESDAY. *Circle Talk.* Original story, preparatory to Christian thought, of the search for the Country of Happiness, by three different roads. The first road—the enjoyment of pleasures and possessions. The result.

Table Periods. Free drawing of things mentioned in story. Basket weaving or sewing of Indian designs continued.

WEDNESDAY. *Circle Talk.* Story continued. The second road—the attainment of knowledge and power. Its results.

Table Periods. Making a December calendar. Basket work and sewing continued.

THURSDAY. *Circle Talk.* Story continued. The third road—that of unselfish service. Its results.

Table Periods. Sewing Christmas bags (tarletan) for other children, or making frames for pictures. Work on calendar continued.

FRIDAY. *Circle Talk.* Story continued and concluded.

Table Periods. Work on gifts continued. Finishing unfinished work.

SONGS AND GAMES FOR WEEK. "Our Fir Tree" (Holiday Songs, p. 42). Dramatization of "'Twas the Night Before Christmas," "Baby's Calendar," and "A Little Boy's Walk in Winter" (Holiday Songs, pp. 80 and 81). Winter games.

The Way to the Country of Happiness.

MONDAY. *Circle Talk.* The story of the Country of Happiness recalled. Story of the man who lived many years ago, who found the way and showed others how to find it.

Table Periods. Free representation of Christmas gifts seen in store windows. Calendar work continued. Examination of calendars seen. The "Time Circle" made, representing the four seasons.

TUESDAY. *Circle Talk.* The story of Jesus' life. His lowly birth, and his helpful and unselfish childhood. Pictures of Madonna and Child shown.

Table Periods. Representation of star, barn, and manger, with sticks. Mounting Madonna pictures for Christmas cards.

WEDNESDAY. *Circle Talk.* How Jesus helped people when he became a man. His journeys with his disciples, telling people how to be happy, helping them if they were sick, and telling them beautiful stories.

Table Periods. Sewing bags for buttons for Christmas gift. "Time Circle" completed. Characteristics of four seasons represented.

THURSDAY. *Circle Talk.* How Jesus helps people to be happy now. His birthday, which we call Christmas.

Table Periods. Work on gifts continued. Painting Christmas tree.

FRIDAY. *Circle Talk.* Christmas Day and what we do on it. The church or Sunday-school service where we hear the story of Jesus. The presents we give people because we wish to be kind and unselfish, like Jesus.

Table Periods. Finishing gifts. Building church with large blocks or appropriate gifts.

SONGS AND GAMES FOR WEEK. "Sleighbing Song" (Gaynor, p. 70). "Christmas" (Holiday Songs, p. 91). "Christmas Song" (Brewster, p. 116).

People Who Have Found the Country of Happiness.

MONDAY. *Circle Talk.* The story of Jesus' unselfish life recalled. Other people who are very unselfish. The Sisters of Charity and their work.

Table Periods. Building a hospital in which the sisters care for sick people, with appropriate gift. Marking the complete Christmas gifts.

TUESDAY. *Circle Talk.* Other people who have been very unselfish. Father Damien, and his life among the sick.

Table Periods. Making cross and chain with second gift beads. Cutting moons and stars for tree decorations.

WEDNESDAY. *Circle Talk.* Other people the children know who are unselfish. Santa Claus and his unselfishness.

Table Periods. Drawing pictures of Santa Claus. Making lanterns for the tree.

THURSDAY. *Circle Talk.* The unselfishness of the children's papas and mammas. How this is shown.

Table Periods. Making puff balls for tree decoration. Making paper chains.

FRIDAY. *Circle Talk.* How the children can be unselfish. How they can help papa and mamma, or their playmates.

Table Periods. Stringing cranberries and popcorn for tree decorations. Stringing corn continued.

SONGS AND GAMES FOR THE WEEK. "The Toyman's Shop" (Holiday Songs, P. 82).
NINA C. VANDEWALKER.

LOUISIANA STATE PUBLIC SCHOOL TEACHERS' ASSOCIATION. RUSTON, DECEMBER 28-30, 1903.

FIRST SESSION, MONDAY, DECEMBER 28, 1903, AT 7:30 P. M.

Addresses of Welcome in behalf of Educational Interest—James B. Aswell, President Louisiana Industrial Institute. In behalf of the Citizens of Ruston—Hon. C. K. Lewis.

Response in behalf of the Louisiana S. P. S. T. A.—E. B. Stover, Principal Crowley High School. Address by Bishop C. B. Galloway. Reception.

SECOND SESSION, TUESDAY, DECEMBER 29, 1903, AT 10 A. M.

Business.

Addresses by Dr. Edwin Anderson Alderman, President Tulane University, on the "Consolidation of Schools; Its Advantages and Disadvantages." Discussion by W. U. Richardson, of Bienville, and L. J. Alleman, Secretary of the Louisiana Central Educational Committee. General discussion.

THIRD SESSION, TUESDAY, DECEMBER 29, 1903, AT 3 P. M.

Department Conferences.

Kindergarten Department.—Miss E. A. Waldo, New Orleans, President; Miss Mabel Winters, Monroe, Secretary.

Subject: The Many-sided Benefits to be traced to Kindergarten Training.

1. What some Superintendents say.—Miss E. A. Waldo, New Orleans.
2. Its benefits as an influence in life.—Miss Edith Young, Franklin.
3. How it helps the primary teacher.—Miss E. Wood, New Orleans.
4. How it helps the child in its home life.—Member of the Franklin Mothers' Club.

5. How it helps the child in its school work.—By a First Grade Teacher.

6. Where children in Primary Grades have not had the benefits of Kindergarten training, what can we do to partially make up for this loss?—Miss A. Agnes Green, Bastrop.

7. What can we as kindergartners do to advance the cause?—Miss Kate Eastman, New Orleans.

Primary Department.—Miss Alice Hinckley, Natchitoches, President.

Subject: Child Study.

1. Kindergarten and the Home.—Miss Hattie Schuster, Shreveport.
2. Kindergarten in relation to the Primary Grades.—Mrs. F. V. Peale, New Iberia.
3. The Present Status of Child Study.—Miss M. V. Hulse, New Orleans.
4. Mothers' Meetings.—Miss Maggie Harmand, Lake Charles.

DOINGS OF KINDERGARTEN ASSOCIATIONS.

The October meeting of the St. Louis Froebel Society was held at the Wayman Crow Kindergarten, Saturday, Oct. 31. A large assembly listened to a most interesting address by Mrs. Mary Hogan Ludlum, on "Physical Culture, Then and Now." Mrs. Ludlum gave a definition of gymnastics from the standpoint of the Germans and the Swedes. With the Germans, gymnastics is a system of exercises having bodily perfection for its aim, and with the Swedes, it is a system of movements in harmony with the conditions and needs of the organism. She spoke of the joy of the Greeks at the birth of a son, and gave a resume of a Greek boy's life. The highest ambition of a Spartan being to become a great warrior, their women must be fitted to become the mother of such. The women of the upper classes were compelled to attend gymnasiums, slaves doing all the hard work. In Athens, the state provided a private institution for physical training, mind and body being harmoniously developed. At eighteen, every boy took an oath to leave the state in a better condition than that in which he found it. In the gymnasium, places for recreation and repose were provided, their gymnastics bearing some resemblance to ours. As for the "Now"—"we need an American system for Americans, the principal thing being to learn the great lesson of 'let go' Physical education, born of athleticism, is being carried to excess, its purposes being solely the health of body and mind. The greatest need is for physical training during the first years of the child's life, proper exercise being good for digestion, circulation, etc., nourishing and stimulating the brain, and bringing out the moral self clearer, purer and stronger. Now, as then, exercises are given to harden the body and bring self control." At the close of the address, at the request of the president, Miss Mary C. McCulloch, Mrs. Ludlum gave practical illustrations of the correct way of walking, sitting, standing, etc., which were appreciatively received by the larger audience.

FRANCES K. CAMPBELL, Cor. Sec.

The Louisville Free Kindergarten Association is now occupying the new headquarters, 925-927 Fourth avenue. The results of the summer work have been gratifying, in that the demand for graduate teachers from the association has exceeded the supply. Seldom has the demand for our kindergartners been so great as during the last few months. One graduate of last June is now on her way to Porto Rico to assist Miss Emily Beeler in the kindergartens at Ponce; another graduate is spending a year abroad studying in Germany, while still others have secured good positions in New Jersey, Ohio, Texas, Arkansas, North Carolina, Alabama, Georgia and Kentucky. The largest summer work under the direction of the Association was the Kindergarten Department of the Summer School of the South of Knoxville, Tenn. The department was in charge of Miss Finie Murfree Burton, Assistant Superintendent of the Louisville Association, and the model kindergarten was under the direction of Mrs. Robert D. Allen, director of the free kindergarten in the City Normal School.

The importance of this work was emphasized by the presence of fifty trained kindergartners, representing many training schools, who came to avail themselves of an opportunity to study Louisville methods. At the summer

school at Athens, Ga., Miss Margaret Murphy, director of the Point Kindergarten, supported by the Broadway Baptist church, was in charge of the kindergarten department. At the Owensboro Chautauqua the kindergarten workers were Mrs. R. D. Allen and Miss Nellie Rubel. Miss Rubel has since been called as one of the faculty of the Savannah, Ga., Free Kindergarten Association. At the Lancaster, Ohio, Chautauqua Miss Jane Akin, director of the Center and Walnut streets kindergarten, was in charge of the Normal Sunday-school classes and the children's club. The policy of the association has been to offer free tuition to young women going as foreign missionaries, and two other missionaries are now to be added to the junior class, one who is to work in Japan, the other in China.—*Louisville Herald*.

The summer of 1903 in the Kindergarten Department of the Chautauqua Summer School was one of unusual interest. A number of primary school teachers were admitted to certain courses and the interest in the preparatory course was such as to extend by their own request the class work two weeks longer than had been customary. The morning Kindergarten is under the charge of trained Kindergarten teachers, most of whom have been directors of Kindergartens for some years. The numbers of children desiring membership was unusually large. The problems of the summer school Kindergarten are many and complicated. Where, however, a unity of spirit and purpose prevail, with the experience of large-hearted women who are in close relations with the children these problems are minimized, and much growth becomes evident in one season. An exhibit of teachers' and children's work has become a feature of special value to students and teachers. Constant inquiries were received from observers, concerning the many fine pictures and the beautiful music of the kindergarten. A limited number of observers are admitted each day and hundreds of parents and teachers eagerly accept the opportunity during the season. A new and most valuable feature of the department was a series of Open Conferences upon topics of universal interest in education. One of the series was conducted by Prof. Charles Zueblin, others by Prof. Earl Barnes and in addition two were conducted by members of the faculty. It is hoped this may be a permanent feature of the department.

The fifth annual meeting of the Jenny Hunter Kindergarten Alumnae Association was held at 2:30 o'clock on Saturday, October 24, at 15 West 127th street, New York City. The reports of officers and chairmen of standing committees were presented, the treasurer reporting the largest annual balance on hand since the organization of the association. The report from the Alumnae mission kindergarten was of special interest, showing a most satisfactory increase in attendance and improvement in the general condition of the work. The association now feels that the kindergarten is on a firmer basis than ever and confidently hopes for a steady and rapid growth toward a model kindergarten. At the close of the business meeting the election of officers for the coming year was held, leaving as president, Mrs. A. I. Jones; first vice-president, Miss Bertha E. Thurston; second vice-president, Miss Amey Angell; treasurer, Miss Mary N. Lemmon; corresponding secretary, Miss Dorothy M. Peck; recording secretary, Miss Etta Louderback. The meeting then adjourned for a social half-hour.

BOOKS THAT WILL INTEREST SANTA CLAUS.

THE CHILDREN'S BOOK. Edited by Horace E. Seudder. A new edition of an old favorite. This is a choice compilation of literature for children which is deservedly popular. It represents well-considered gleanings from fields with which all children should be somewhat familiar, both from the direct pleasure and profit derived from reading these classic tales, but also because such familiarity is often necessary to an understanding of the many allusions to them in later literature. That there is a great variety from which the children of the most varied tastes may choose will be seen from the following summary of the contents. First there are given some fifty-nine of the ancient, but ever new, Aesop's fables. Two other groups include the familiar fireside fairy tales, Chicken Licken, the Three Bears, Cinderella, Jack the Giant-Killer, etc., thirty-two in all. There are other sets of eighteen stories from Hans Andersen and nine from the Arabian Nights, besides seven familiar stories in which we find Marie Edgeworth is represented by one, also Goldsmith's Goody Two Shoes. There are tales from Baron Munchausen and pages from the Voyage to Lilliput and four of the old Greek stories besides the famous Choice of Hercules. Between these several prose selections there are various groups of verse. One set comprises those of a lyric quality. Another those of the narrative style, including many of the moralizing kind by the Taylor sisters, as the Notorious Glutton, Meddlesome Mattie the Pin, etc., besides the other possibly better beloved as Mary's Little Lamb, Visit from St. Nicholas, Pied Piper, etc., and another classification of genuine poetry from Wordsworth, Scott, etc. There are really many books in one and the illustrations are varied as the contents. Some of the old English fairy tales are charmingly illustrated by Cruikshank and other artists represented are Joshua Reynolds, Dore, Ralph Caldecott, W. Small. The matter-of-fact child, the one who likes didactic verse, and the child who revels in stories or poems of fancy and imagination will find something here to please and by tasting all his mind will be a little helped to an appreciation of the best in literature to come. These groups of prose and poetry are obtainable in cheaper but less lasting form. The price of this book, \$2.50, is not dear when one thinks of it all that it contains. It is doubtless familiar to many who have enjoyed its pages since the first issue in 1881, since when it has passed through many editions; this last being so soon exhausted that a new one had to be immediately undertaken. To those who have not yet seen it, it will prove a veritable treasure for the Christmas time. Houghton, Mifflin & Co., Boston.

THE TRAINING OF WILD ANIMALS. By Frank C. Bostock. A boy who has ever been to a circus or ever longed to go, will be eager to read this book, and will devour its contents with avidity from the first chapter which tells how the trainer had to follow a runaway lion into the unknown depths of a dark sewer, to the pages which tell how the wild creatures are captured, housed, fed, and cared for in sickness and health. It is a pleasure to read that "the training of

dumb animals is never cruel—less so, perhaps, when the difference of organization is considered than the firmness exercised occasionally in the correction of an evilly disposed child. Kindness is the whip used to lead wild animals to obey. Without it none can be made to understand. We learn also that before deciding to follow the career of his father and grandfather in this trying but fascinating business, the writer convinced himself that the animals thus kept in captivity and trained were really better off and happier than amid the dangers and tragedies of their native state. The book is a good one to put into the hands of a boy, for among the essential characteristics of the successful animal trainer we find not only is kindness required, but the insistence upon other manly virtues cannot but make their impress upon the boy who reads with enthusiasm of the man who controls twenty-seven lions in the arena at one time. Among these prime qualities are, first, "Good personal habits. The finest lion-tamers are men of the most absolute personal integrity, who smoke and drink very little, if at all, and who possess self-control to an unusual degree. For those who are the least bit inclined to drink, or live a loose life, the wild animal has neither fear nor respect. Another essential in animal training is patience. It must be an ingrained attribute of the character and dominant at all times—a constant, persistent, unwearying patience. Allied with patience must be good judgment. Among other things, physical agility is a prime requisite. It is better if it is the agility of reserve rather than the agility of aggression, for aggression arouses a like quality in the animal. Another quality is nerve and plenty of it."

The most important of all qualities, however, is knowledge of animal nature and here again it is good for the child to learn what he has already read in many of the current books of animal stories, viz., that each animal has its own disposition and temperament; that no two are alike in any of these respects, and in the training the wise teacher must take account of the individual traits as well as of the general characteristics. This statement certainly has its message for the parent and teacher of the human child. There are several other pedagogic points that are suggestive and may well be used in mother's meetings. For instance, we learn that quiet and brevity are important considerations in the lessons. "What is to us no appreciable exertion requires an effort on the part of an animal that soon wearies it, and, if care is not taken, disgusts it and this makes it incapable of further instruction until it has rested. There is also the danger that if too much instruction is given at a time, or if strangers are present, the animal will not only be irritated, but rebellious and finally refuse to do anything at all." (Can we not all recall such cases where children have been corrected before strangers, with disastrous results?) Would that all parents had the patience and self-control of the trainer. "He expects," we read, "to be clawed and scratched" more or less. The huge and powerful creatures often doing serious hurt when no harm is intended. "If he makes a scratch on a trainer, the man does not resent it, for he does not wish the animal to know that he is capable of inflicting injury. Trainers have been known to give a flick of the whip or some other punishment, but the result is always the same. Either the animal promptly retorts in some real injury, or indulges in a fit of the sulks, which he is slow to forget. The blow, he, as a rule,

never forgets." How interesting thus to hear that it is a loss of *self-control* which reveals to the huge beast the inferiority of the man to whom he has thus far been submissive. There are many illustrations reproduced from photographs of the performing animals, and pictures also of several expert trainers. Published by the Century Co., New York.

JEWEL. A CHAPTER IN HER LIFE. By Miss Clara Louise Burnham. A sweet and wholesome story of an entire household of discord transformed thru the atmosphere created in it by a sunny eight-year-old Christian Scientist. The cold, repellant grandfather, the forbidding housekeeper, the self-seeking daughter-in-law, her unhappy daughter, the drunkard coachman and even the sick horse, Essex Maid, yield in turn to her winning optimism, fearlessness and faith. The story is told with a vivacity and naturalness that is delightful even tho one may be somewhat skeptical of the Essex Maid incident. Little Jewel herself is an engaging study in child nature. She uses fluently and with discrimination the phraseology peculiar to the faith in which she lives, but glides from the unusual terms which so puzzle her relatives into her own childish language in a manner childlike and natural. The situations are interesting and the climax of the little romance comes as a surprise. Jewel is not a beautiful child, a fact which has sometimes troubled her. The following paragraph suggests the wholesome atmosphere of the story. She is speaking to the beautiful but unhappy older cousin Eloise: "I love prettiness. When I first noticed that my nose was not nice and neither were my eyes I almost cried. But then I remembered that of course God never made anything that wasn't perfectly beautiful, so I knew that it would come right some time, and I asked mother when she thought it would. She said we never could tell how soon anything would come right to our sense, but so long as we knew that Creation was perfect and beautiful we could be patient about everything—big things and little things; and then I remember how she talked to me about being careful never to pity myself. You know it's very bad to pity yourself, no matter what kind of a nose you have." She is a sympathetic little soul and when her entirely inexperienced grandfather finds difficulty in tying her ribbons, asks naively: "Is it hard, grandpa? You can do it. You reflect intelligence." True tho she is to the faith of her consecrated mother, there is nothing of the prig in the charming child picture. Whether it makes converts to Christian Science or not the story will be a wholesome influence in any home. Material blessings are good to have, but tho we rejoice with Jewel in her pleasure at receiving the lovely watch and pony from her now affectionate grandfather, such concrete returns of her faith detract somewhat from the otherwise beautiful quality of the story. The letters of the mother to her little absent daughter are worth a mother's pondering. Houghton, Mifflin & Co., Boston. \$1.50.

INNOCENT INDUSTRIES OR KINDERGARTEN TALES FOR INDUSTRIOUS INFANTS. By Oscar von Gottschalk. A book neither innocent nor breathing the kindergarten atmosphere. The idea is excellent but not happily carried out. The different stages of various industries are illustrated by pictures that incline to vulgar caricature and tend to undo the very thing for which the kindergarten stands pre-eminently. Kindergartners are ever trying to inculcate a respect

for labor, of gratitude to the many workers who contribute to our needs and comforts. These pictures and the rhymes, inclined to slang, tend to discredit the laborer, and to induce low business standards. We still look for the artist and the poet who will together give the children a view of the wonderful world of labor that is both true, sympathetic, appreciative and attractive. This one bears the imprint of R. H. Russell, New York, Price \$1.25.

Accompanying Miss Beard's "Wonder Book of the Gospels" reviewed in our November number is a manual for teachers called New Testament Notes. In this Miss Beard gives practical suggestions of her own, together with references to instructive books and names of appropriate pictures that may prove useful. The concrete material needed in this course are: Tables, desks or lapboards, textbook (the above named "Wonder Book"), work-books for mounting work, blank papers, pencils, chalk, blackboard, sand-maps, pictures, etc. But here, perhaps more than anywhere else, so impressionable are the children, much depends upon the personality and spirit and insight of the teacher. We wonder if perhaps the best way of using the Wonder Stories would not be simply to place them in the hands of the child for him to read for himself, answering his questions as they arise. In any case the Note Book will be found by parent or teacher to be a valuable adjunct to the Wonder Stories. Both books are planned with pedagogical principles in mind. Her long experience both as kindergarten and Sunday-school teacher gives weight to her suggestions. She assumes that the child knows already some of the certain parts of the life of Christ, and the stories have been selected with this in mind. Miss Beard realizes that "familiarity breeds contempt," and must be guarded against. The book is supposed to be given to the child at a time when children turn naturally to stories in which the wonder element is marked. Winona Publishing Co., Chicago.

WANDERFOLK IN WONDERLAND, BY EDITH GUERRIER, WITH ILLUSTRATIONS BY EDITH BROWN.—The keynote of this book is struck in the frontispiece with its text: "Ha! Ha! Now we are making light of our troubles. Curiosity is piqued, and anybody, child or grown-up, who looks at the picture and reads the title of the story will wish to read the story itself, and having read this, the others will be read also, and if there is no one at hand with whom to laugh, the book will be tucked under the arm and shared with the first acquaintance one meets. It is brimful of delicate humor, not the least of which is brought out by those aristocratic animals who would associate with none whose ancestors are not in the Zodiac. There is philosophy, as represented by the Walrus who said nothing because he was patient, and the Mink who said nothing because he was not patient. The most serious of educational theorists will smile under the rapier thrust in the satire of the *Ai* and the *Armadillos* and the children will enjoy the adventures and pictures of all the creatures none the less because of the thoughts that are beyond their grasp. The illustrations are full of life and expression, from the one of the Mouse that hugged his tail for joy, to the pride and satisfaction in face and pose of those who had assisted in the manufacture of the creature that was to hop for the lazy grasshopper, browse for the indolent fawn, scratch and gnaw for the discontented rat, and burrow for the sleepy rabbit. All in all it is a work which makes one glad that "to the making of books there is no end." Published by Small, Maynard & Co., Boston. \$1.50 SARAH E. WILTSE.

THE VOLUME OF PROCEEDINGS OF THE BOSTON CONVENTION is nearing

completion and will be ready for distribution soon after December 1st. As the edition will number 18,000 copies, delivery may not be completed before January 1st. In view of the large number of applications for reprints of the papers of certain departments it has been decided to print 500 "separates" of each of the following named departments which will be bound separately with cover, title page, and index, and sent by mail, while the supply lasts, at the nominal prices indicated.

The General Sessions.....	15c	per copy
The National Council.....	10c	" "
The Department of Kindergarten Education.....	10c	" "
The Department of Elementary Education (not including joint sessions)	5c	" "
The Department of Secondary Education.....	10c	" "
The Department of Higher Education.....	10c	" "
The Department of Normal Schools.....	10c	" "
The Department of Manual Training (including joint sessions of Elementary, Art, and Indian departments).....	10c	" "
The Department of Art Education (not including joint sessions).....	5c	" "
The Department of Child Study.....	10c	" "
The Department of Physical Training.....	10c	" "
The Department of Science Instruction.....	10c	" "
The Department of Special Education.....	10c	" "

A reasonable discount will be given on orders for ten or more copies to one address. The complete volume will be sent express paid to any address for \$2.00.

THE CURIOUS BOOK OF BIRDS. By Abbie Farwell Brown. Many have been the recent books written from the scientific standpoint and to enlist the reader in a personal study of bird-life; many have been the stories representing modern ideas about bird habits and bird character. This book tells how the bird appealed to the imagination and feelings of the people in the remote days and places, and whose attempts at explanation were largely guesswork suggested by peculiarities of color, form or habit. It is a charming collection of delightful and curious bird legends from many countries, among them Roumania, Greece, Germany, Samoa, Arabia, France, Wales and there is even one from the Congo country which tells why the crocodile will never eat the hen. The book closes fittingly with a beautiful rendering of the Egyptian Phoenix story. The Courtship of Mr. Stork and Miss Heron, from the Russian, is an interesting example of the story that has no end. The spirit of the book will be felt from the following words of the introduction: "Facts are not what one looks for in a Curious Book. Yet it may be that some facts have crept in among the ancient fancies of this volume, just as book worms will crawl into the nicest books; but they do not belong there, and it is for these the book apologizes to the children. It has no apologies to offer to those grown folks who insist that facts, never fancies, are what children need." With its beautiful cover of crimson, decorated in gold, white and black, and its fascinating contents which convey indirectly many a valuable hint for old and young in a style fresh, vigorous and sympathetic, the book should find a place beside many a Christmas stocking. Houghton, Mifflin Company. Price, \$1.10 net.

ROGER AND ROSE. By Katherine Beebe. An attractive little book, having special reference to the needs and references of little people. The chapters recount the real doings of real children. The same children are carried from chapter to chapter affording that continuity which experience proves is preferred by children to separate unrelated stories. Yet each chapter is in itself brief and to the point. There is a Hallowe'en chapter, and other stories that tell of what these children did one year to give the cat and the birds a Christmas treat, which will interest the children, and other chapters give suggestions to the children and the mother for happy ways of employing free

moments. Two little Knights, Playing Indian, and Playing Robinson Crusoe are the names of other chapters. In the latter the sympathetic Auntie hides the children's luncheon in the grass and bushes and they have a fine time hunting for their game. The second part of the book tells a few facts about birds and insects, such as will interest little folks and the last group includes nine stories of our country, telling of the Pilgrims, the Indians, Lincoln, Washington, etc. Illustrated by Katherine H. Greenland. Miss Beebe is known to a wide circle thru "Home Occupations for Little Children" and her long experience as kindergarten and Sunday-school worker. Saalfeld Publishing Company, Akron, Ohio.

FOLK TALES FROM THE RUSSIAN. Retold by Verra Xenophontovna Kalamatianno de Blumenthal. Illustrated by Lucy Fitch Perkins, after suggestions by the author. This is a new and valuable contribution to the literature of folklore. As the narrator says in her introduction "The devoted ryanya the beloved nurse of many a generation, a survival of the times of serfdom, is rapidly dying out; the traveling peasant bard or story-teller disappears also from the vast arena of the Russian land, and the legends and tales transmitted from mouth to mouth for many centuries have become a part of written literature and still are the delight of the Russian children. May the American young also find pleasure in glancing into the magic world of the old slavie nation." American children, and grown folk as well, will be grateful to the loyal Russian who gives us these very interesting glimpses into a new domain of fairyland. There is a certain similarity in these stories to all folk tales, but there is a national color as well that makes them of interest to teachers and story-tellers. The tsarevna Frog rehearses the story of a prince whose wife is the repellant frog, the beautiful princess in disguise. He disobeys her commands, she leaves him and only after toil and painful journeying does he find her again. It reminds us of the old English tale with the chief characters reversed, for in this case it is the man whose doubt causes separation and suffering. This suggests the question whether the tale might have originated far back under the matriarchal order of society. The Seven Simeons is a tale of wonders and magic. The Tsar Archidei is clever and wise, with a council of twelve wise men, each having a beard half a yard long and a head full of wisdom. These all too rare advisers offered nothing but truth to their father sovereign; none ever dared advance a lie. The beautiful princess is Helena. Her father's domain is distant a space of ten years in time. Has a bit of the old Greek story left a small impress here? There are in these stories, as in many fairy tales, the usual three brothers, of whom the youngest, or the simpleton, succeeds in accomplishing what the clever but selfish ones fail to do. Woe Bogotir, or Bitter Woe, as it is translated, is a curious story, with a temperance moral. The poor brother has buried Bitter Woe, but tempted by the thought of the pots of gold buried with him, the already rich brother removes the imprisoning stone, thinking "if one has morey even the Bitter Woe is not too bad." He learns too late that Woe drags him down to misery. The style of the translator would seem to give the genuine spirit of the old stories. There is a good deal of humor continually cropping out, the accumulated wisdom of centuries is here stored up and ever the lessons are the same: that kindness and good faith are better than hate and untruth; that simplicity wins where self-seeking fails. Rand, McNally Co., Chicago.

REBECCA OF SUNNYBROOK FARM. By Kate Douglas Wiggin. Companionship with this original spirit, Rebecca, thru her days of trial, perplexity, hope and ambition will be a pleasure and privilege to youthful school-girls so favored. The glimpses of school and village life are entertaining and the character sketching shows the writer's usual insight into the irrevocable laws of body and spirit, as when she says: "It would be pleasant to state that Miranda Sawyer was an entirely changed woman from that date afterwards, but that is not the fact. The tree that has been getting a twist for twenty years cannot be straightened in a twinkling of an eye. And, 'The soul grows into lovely

habits as easily as into ugly ones, and the moment a life begins to blossom into beautiful words and deeds that moment a new standard of conduct is established and your eager neighbors look to you for a continuous manifestation of the good cheer, the sympathy, the ready wit, the comradeship or the inspiration you once showed yourself capable of. Bear figs for a season or two and the world outside the orchard is very unwilling you should bear thistles." Quaint, clever, a natural leader, Rebecca is lovable from first to last. The romance to come is prettily suggested. A touch of the pathetically humorous is found in Rebecca's letter; where she writes: "Miss Dearborn asked us what is the object of education and I said the object of mine was to help pay off the mortgage. She told Aunt M. and I had to sew extra for punishment, because she says a mortgage is a disgrace, like stealing or small-pox, and it will be all over the town that we have one on our farm." Houghton, Mifflin Co. \$1.25.

EMMY LOU, HER BOOK AND HEART. By George Madden Martin. There is surely no child in fiction who so warms the cockles of one's heart as does dear little Emmy Lou. But then she is not a regular character in *fiction*. This is a child of the *real*, such as we all know, or sad is our lot if we do not know her counterpart, either in happy memory or present blessedness. If you do not know her already make her acquaintance as soon as possible. You will understand all children better for so doing. Our smiles are close to the verge of tears as we read of her perplexities as she tries to comprehend the puzzle of life and the inconsistencies of the big, grown-up people who speak with bated breath of her father, who is that thing of shame, a Republican, but who, strange to say, rejoice with exceeding great joy when the little girl is chosen to present the flowers to the wife of the president, who is also a Republican. The perplexities incident to school politics and school religious belief are sketched by a delicate but master hand, and the various types of teachers are also drawn with subtle skill. We join with her appreciative little school mates in warm personal affection for the lovable, conscientious, simple hearted little school-girl. We get a glimpse of her character thru William's composition on conscience, wherein he says: "A boy has one kind of a conscience and a girl another. Two girls met a cow. 'Look her right in the face and pretend like we aren't afraid,' said the biggest girl, but the littlest girl had a conscience. 'Won't it be deceiving the cow?' she wanted to know." Charles Louis Hinton interprets the child characters with such beauty and fidelity that they and the story seem inseparable. The vagueness of a child's ideas is well shown where we are told that the trustees are to visit the school. "Emmy Lou asked Hattie what trustees were. Hattie explained. 'They are men in black clothes. You daren't move in your seat. They're something like ministers.' Hattie knew everything." McClure, Phillips & Co., New York.

THE DOOR IN THE BOOK. By Charles Barnard. A venturesome step on the part of the author, but carried out in a truly beautiful manner. A little girl enters the door of a time worn Bible, with help of the tiny key, and is led by Cornelia (Spirit of the Concordance) thru Bibleland, meeting and speaking with Joseph, Samuel, the unknown little maid of Naaman's time, and other Scripture children. The narrative is handled with delicacy and with religious feeling. Children reading the book, which opens with all the interest of a fairy tale, will wish to read of these same children in the Bible itself. It will doubtless serve a good purpose in this respect. Fleming H. Revell Co., Chicago. Price, \$1 net.

THE NATURAL WAY IN MORAL TRAINING is an important contribution to the literature of religious pedagogy by Patterson Du Bois. The following chapter titles will give a hint of the treasures to be found within: The Way of the Master, The Idea of Nurture, Nurture by Atmosphere, or Indirect Education of the Feelings; Nurture by Light, or Education Thru Vision; Nurture by

Food, or Education by Direct Means; Nurture by Exercise, or Education by Self Expression. The book will be of great value and inspiration to all interested in the problem of child training. It will be reviewed at greater length in a later issue. Fleming H. Revell Co., Chicago.

A year ago we reviewed at length a book peculiarly appropriate for the Christmas season whether as a gift book or as text book for a charming, unique, educational Christmas entertainment. This is "Christmas in Olden Times and in Many Lands," by Evelyn H. Walker. This year the publishers offer two editions, one in the same superb style as last year, for \$1.50; the other, a cheaper but well made paper-covered edition, for fifty cents. This puts it within reach of all who wish to give it as an entertainment at home, church or school. In part I children dressed as the pre-Christian little people of Egypt, Persia, etc., tell how they celebrated ages ago the joy-bringing return of the sun at time of the winter solstice. In part II the children of modern times tell how Christmas is enjoyed in different lands to-day. The dainty, clear illustrations are sufficiently defined to indicate the costumes. Several quaint carols, with the music, a mediaeval mumming play, a minuet, and the wassailing of the apple tree afford a pleasing variety. W. M. Welch Co., 181 Illinois Street, Chicago.

CIRCUS DAY. By George Ade. A short story telling in a natural, breezy manner the doings of two small, wide-awake country boys on that day of days when the circus comes to town. They manage of course to see it twice. Illustrated with small sketches by McCutcheon. Saalfield Publishing Company, Akron, Ohio.

The big December number of *Good Housekeeping*, from the exquisitely printed Christmas cover in soft tints of blue and gold and red thru to the last advertisement, is a thing of beauty and of solid interest and value. Sixteen of the opening pages printed in a tint upon coated paper heighten the sumptuousness of the effect. The contents, to choose briefly from the wealth and variety of material, include the following: A Christmas story, "The River," by Ruth McEnery Stuart, illustrated by James Preston; "The Church Home," illustrated from photographs; "Mrs. Perkins' Investment," by Augusta Kortrecht, illustrated by Henry Fangel; "Toys," by Ethel McKinney; "A Home of a Hundred Daughters," by Mabel Craft Deering; "The Banishment of Worry," a symposium, by Booker T. Washington, Octave Thanet, Bishop Spalding of Peoria, May Irwin, Alice Hegan Rice, author of "Mrs. Wiggs," and others; "A More Rational Life for Women," by Helen West Cooke, M. D.; "The Higher Life," by Ella Morris Kretschmar; "Hospital or Home," by Clara L. Came; "Beauty in Little Things," by Florence A. Dawson; "Paying Guests," serial, by Mary Stewart Cutting; designs for bead work, menu sketches by well known artists, a splendid department of cookery, etc., etc.

Ten cents a copy, one dollar a year. The Phelps Publishing Co., Springfield, Mass., New York, Chicago, San Francisco.

The *Chautauquan* for November contains among others the following articles of special interest to our readers: "Racial Composition of the American People"—The Negro, by John R. Commons; "American Sculptors and Their Art," by Edwina Spencer; "Stories of American Promotion and Daring"—David Zeisberger, Hero of the American Black Forest, by Archer Butler Hulbert; "Modern American Idealists"—William Goodell Frost, with portrait; "The Civic Renaissance," by Charles Zueblin; "The Arts and Crafts in American Education"—The Beautifying of School Grounds, by Mrs. Herman J. Hall; "Nature Study"—The Sugar Maple—The Red Squirrel, illustrated, by Anna Botsford Comstock.

We call the attention again of Chicago readers to their opportunity to hear fairy stories told by an expert in a manner which, as a well known kindergartner expressed it, is "an education in art." On January 12 Miss Marie Shedlock, of England, will give her interesting lecture on the "The Fun and Philosophy of Hans Christian Andersen," under the auspices of the Chicago Froebel Association, the Chicago Free Kindergarten Association and the Chicago Kindergarten Institute. On January 9, under the auspices of the Chicago Kindergarten Club, there will be given at Handel Hall a matinee for children, where Miss Shedlock will tell the fairy tales of different nations, under the guise of a fairy godmother as pictured in our frontispiece. It is a rare opportunity for wise parents to give their children an exceptional holiday treat. In Pittsburg the school authorities considered the opportunity of sufficient importance for dismissing earlier a thousand children that they might attend the recital. And the children listened.

The *Century* for November contains an article upon the lion house in the New York Zoological Park which will be of interest in connection with our review of Bostock's *Training of Wild Animals* in this number. There are several fine colored pictures of the splendid felines, by Henry F. Osborn. Edmund Clarence Stedman's "Life on the Floor" gives an inside view of the New York Stock Exchange that is most interesting. "Italian Villas and Their Gardens," is a charming article by Edith Wharton, beautifully illustrated in color. Poetry and fiction are represented as usual by delightful selections.

The *Outlook* for October 31 contains several articles of special value to teachers who are thinking. They are: "Our Public Schools: Teaching Religion"; "Negro Life in Two Generations," by William Baxter Poe, and of particular interest to kindergartners, "Melchisedek's Day," by Nora Archibald Smith, and that for November 14 should be owned by all teachers for its letters from nineteen college presidents concerning Our Public Schools.

UNITY is an independent weekly journal devoted to the progressive things in education, morals and religion—a continual source of inspiration, a helper to clear vision and penetrating insight. Jenkin Lloyd Jones, whose ennobling sermon to parents we are permitted to publish this month, is the senior editor. Subscription price, \$2. Chicago, 3939 Langley Avenue.

THE REVIEW OF REVIEWS grows more and more indispensable to the busy worker who, pressed for time, wishes still to keep in touch with the important events in all departments of the world's progress. Its summary of happenings and its condensations of what the magazines contain are valuable references always.

ESTHER IN MAINE, by Flora Longfellow Turknott. Tells in a simple manner of a happy summer a little girl spends with a group of merry cousins in Maine. Illustrated by charming scenes in the Pine-tree State. A bright, cheery story. Jennings & Pye, Cincinnati. 90 cents.

The teacher who does not subscribe for and read a school paper devoted to his profession, misses far more than he withholds.—*Public School Education*, Cincinnati, Ohio.

WHY THE CHIMES RANG, by Raymond Macdonald Alden, is as popular as ever. Send early for this attractive little pamphlet story. Price, 15c.

THE HOLIDAY MAGAZINE is a new journal for children, containing entertaining, stimulating and up-to-date articles, stories and verses.

The work of the Chicago public schools will be represented at St. Louis as a part of the Illinois exhibit.

Are you merely a makeshift kindergartner, or do you know yourself to be one of a genuine and progressive profession? In other words, do you subscribe to the KINDERGARTEN MAGAZINE?

“The moon is up,” the children cry,
 “The stars they hide within the sky;
 But here and there a saucy wight
 Peeps out and shows a twinkling light.”

Joyfully

The musical score is written for piano and voice. It consists of two systems of music. The first system has four staves: a treble staff with a key signature of one sharp (F#) and a 6/8 time signature, and three bass staves. The second system also has four staves: a treble staff with a key signature of two sharps (F# and C#) and a 6/8 time signature, and three bass staves. The music features a variety of note values, including eighth and sixteenth notes, and rests. There are several dynamic markings, such as 'f' (forte) and 'p' (piano). The score is written in a style typical of early 20th-century sheet music.

From *Folksongs for Ten Fingers*. Courtesy Clayton F. Summy Co., Chicago.

KINDERGARTEN MAGAZINE.

Vol. XVI.—JANUARY, 1904.—No. 5.

TWENTIETH CENTURY SERIES.

THE ORIGIN AND DEVELOPMENT OF THE ETHICAL SENSE IN THE CHILD.

FRANCES COOKE HOLDEN, SANTA ANA, CAL.

IN an inquiry into the development of one of the higher mental functions, like that of the ethical sense, it must be borne in mind that mental characters, while they may not arise out of, are unquestionably conditioned by physical characters, and this dependence of the mental upon the physical leads to a brief consideration of nervous mechanism.

Natural selection, in the process of evolution, has seized upon mental characters; this increasing mental endowment required a mechanism which was too complex to be ready for full functional activity at birth. Therefore nervous structure has become more and more plastic. With greater plasticity, fixed habits or instincts have decreased, while there has been a decided increase in impulses and proclivities—in short there has come to be an increasingly greater capacity. Increasing capacity has made necessary a longer and longer period in which to elaborate and bring to functional maturity these immature impulses and proclivities under the protection of the parents.* This lack of fixed organization in nervous reactions gives a greater value to influences of the environment; there is large opportunity for accommodation processes, and therefore the development of the ethical sense lends itself in a peculiar way to social and educational influences.†

The mechanism of the nervous system may be described in terms of a hierarchy of three levels. The first or lowest is the level of the reflexes situated, for the most part, in the spinal cord, its impulsive.

*Fisk, John. *Destiny of Man*. Groos. *Play of Man*. 374.

†Baldwin, J. M. *Social and Ethical Interpretations*. 311 ff. 1902.

reflex, and instinctive reactions being more or less well organized and fixed. The second level includes basal ganglia and centers of special senses in the cortex; it is the sensory motor area. The second level, together with the third or highest comprising the highest centers of thought and volition, are more plastic than the first and therefore more susceptible to influences from without. The first level, or instinctive reaction, comes to maturity earliest in the child's development; it is taken up into consciousness and integrated with the second level, or sensory motor, functions; and last in the process of mental development the third level, or reasoning and volition, organizes and unifies the whole.*

While no definite dividing line can be drawn between these various stages, yet the emphasis in development occurs in the order named. Since the general order may thus be determined, the functions of one level depending upon the developing out of the preceding, it follows that the lowest levels must be called into activity by appropriate stimuli, they must be exercised and strengthened during the periods of the ripening of their centers in order to insure adequate development of the higher processes. We find the roots of the moral life deep down in the inherited impulses of the child and each period of growth must be allowed—assisted—to reach its full development, as apparently useless activities may prepare the way for higher functions.

The intimate connection between the mental and the physical is forced upon us on every hand, so that—without any ultimate theories—we come to think of brain as mechanism, and mind as function.† It follows that a sound machine is of the greatest importance as a basis for mental and moral power.‡ Good nerves, bodily vigor and an abundance of vitality insure varied and prompt reactions, they overflow in motor activity and furnish the strength and stability necessary for later inhibition. The physical basis of the mental life, then, is a plastic nervous system, with certain fairly well defined periods in its growth processes, giving a regular order or

*Burk. *From Fundamental to Accessory in the Growth of the Nervous System*. *Ped. Sem.* 1898.

†Prof. James' apt statement: "There is no psychosis without neuroses," has come to be almost a proverb.

‡Guyan. *Educ. and Heredity*, 47.

sequence of development, the fulness of this development depending in large measure upon a certain native vigor or life intensity.

In the development of the ethical sense we must consider on the one hand a reacting organism full of native capacities and impulses, having well marked hereditary tendencies, but with great possibilities for accommodation and adjustment; on the other hand the environment comprising all the external influences which play upon the organism—from the ethical point of view an established order which embodies the moral achievement of the race in customs and institutions. The child and the environment are interrelated and interacting, but for purposes of analysis we will emphasize first the subjective elements in the child, and then the environment with the reaction upon his development.

At birth the child is endowed with manifold capacities and impulses. These proclivities have certain growth periods during which they come to functional maturity, but if they are not called out by appropriate stimuli during this nascent period, and by exercise transmitted into habits, they decay and dwindle.* These impulses differ from instincts in that they are feebler and more wavering, and upon the bent which they receive during nascency will depend whether they help or hinder the development of the moral life. They are not only feeble and hesitating, they are very numerous, and conflict with one another. Conflict tends to inhibition, and in this tendency in the lower levels we find the genesis of deliberation which develops into foresight and choice. These tendencies, because they come out to meet the stimuli fitted to evoke them, and because they come wavering, indeterminate and transitory may be modified by the influences of education—or by controlling, in a measure, the environment.†

Very early in the life of the child we find the dawning of self consciousness. At first there is a vague feeling of an organic, impulsive self, in which pleasures and pains are very marked; the child learns the limits of his own body by experimental activity,‡ and gets a pretty definite distinction between himself and other objects. Some of these other objects are persons and because persons are irregular and capricious in their relations to him the child learns to differentiate

*James, *Princ. of Psyc.* II:451

†MacCunn, *The Making of Character* ff 24.

‡Hall, G. Stanley, *Am. Jr. Psyc.* IX:379.

them from objects in general. They give him also a sense of agency, of course; he imitates them, and finds that he can be a cause; he practices what he has learned upon his inferiors,—thus through imitation of superiors he develops a ‘self of accommodation,’ and through the application to his inferiors of what he has learned he develops a “self of aggression,” or “the sympathetic and the habitual self.”* The child is now dealing with two selves either of which represents the self, but neither of which exhausts the idea of it. When the child finds himself face to face with complex situations he is unable to meet them because he recognizes both selves, and because of this recognition there arises a conflict. In these conflicts there is born in the child a higher ideal self in which is the germ of the ethical life. He is called upon to recognize a self which is neither the ego nor the *alta*—but the *socius*, the ideal self which includes and merges both in a higher law which hovers just above him.† Thus it appears that conflict is essential to the development of the moral sense. Systems of ethics which base the beginnings of the moral sense in custom and habit recognize this element of conflict. Paulsen says: “Conscience is the struggle between an original natural impulse and an acquired habit.” The social theory finds the origin of conscience in the sense of incompleteness, the inability to attain to the ideal which is always just ahead of the individual.

In obedience as well as in imitation—whether conformity to the will of another is the result of suggestion or of punishment—we find another important element in the development of the ideal self. That the child is compelled to obey a law brings home to him with added force the thought of an ideal toward which all must strive. While he probably learns more by imitation than he does by obedience, still most ethical situations are so complex that it is impossible to understand them, and therefore obedience is necessary to reinforce imitation and make the attitude and action habitual. When the child has learned to obey so that submission has gained a foothold in habit the beginning of assimilation to a larger “copy” set by the injunction of another is secured. In the thought of the ideal ‘copy’ set over against the sense of lack of assimilation to it, arises the sense of obligation. The child never

*Baldwin, J. M. *Social and Ethical Interpretations*, 15-40.

†Baldwin, *Op. cit.*, 40-65.

attains the ideal, but it is ever before him, and is constantly the object of his future achievement. He has now for the first time ethical competence.*

Let us now attempt to trace some connection between the rise of the ideal self, and the modification, refinement and development of the impulses that have especial ethical significance. Imitation is not indiscriminate, it proceeds along the lines of the instinctive functions, and through the exercise of the imitative and the play impulses in experimentation the capacities may be developed "from immature capacities to full equality with the perfected instinct," and "to a degree far transcending this, to a state of adaptability and versatility surpassing the most perfect instinct."†. As has been pointed out these impulses are morally indeterminate, and it is the function of the higher self, in connection with the developing processes of reflection and volition, to use these proclivities, transforming them into distinctly ethical forces.

One of the impulses which has acquired ethical significance in racial evolution, and thus may have ethical value in individual development, is curiosity in its connection with the fighting impulse. These tendencies are especially imitative. "The former asks, 'how does he do it?' and an effort at experiment at once ensues, while the fighting impulse is on the alert at the perception of a difficulty, and loses no opportunity in overcoming it, in order to enjoy the 'I can too' of success." The fighting impulse often takes the form, in a more reflective stage, of "the ambitious impulses" which include emulation, ambition, pugnacity and pride.‡ In the conflicts between the aggressive and the accommodating selves, these impulses may determine the outcome—pride or self-respect may make it impossible to yield to the lower desire. The habit of success, formed by the exercise of the fighting impulse in the lower level, will be the cause of many an intellectual and moral victory. The higher law will perhaps appeal to the individual in terms of this impulse, refined and enobled as it expresses itself in the ideal "to thyself be true." If directed aright curiosity linked with the fighting impulse gives strength and moral fibre to character.

*Baldwin, *Op. cit.*, 306-320.

†Groos. *Play of Man*, 374.

‡James, *Talks to Teachers*, 54.

Another impulse that has moral value in the development of the child is the desire for self expression.* In the lower levels it finds expression in spontaneous movements. Thru exercise these movements assume the form of self activity which is accompanied by a feeling of strength and power. This impulse is associated with the activity of the "aggressive self" as it practices what it has learned upon the younger children. During the experimental-reflective period this impulse appears in the child's feeling of "pleasure in being a cause," and later in his joy in achievement for its own sake. With the rise of the ideal self this pleasure in achievement assumes an ethical bent, and in the satisfaction experienced in doing right for its own sake, the individual finds the fulfillment of his higher law.

Fear, as James and Preyer have pointed out, is instinctive in children. This impulse has a distinctly moral value, one which is so easily discerned, and so readily made use of that in the past it has been somewhat overworked by the pedagogues. This impulse, associated with pain, acts as a repressive agent, a deterrent to undesirable reactions and wrong conduct. In the higher reflective processes it enters as an element of awe and reverence. Fear has a positive, as well as a negative value, in moral development, in that respect and reverence lead imitation of or conformity to the object which inspires the emotion. There is good psychology in Solomon's statement: "The fear of God is the beginning of wisdom."

The impulse to self-realization fed by curiosity and pride† may develop into the desire for self-realization of a moral ideal. The idea of the "socius" is expressed in other terminology—"the personal and the social are brought completely into harmony." The ideal self finds adequate expression in its attempt to realize the higher law, "be ye therefore perfect."

Thus we see that the impulses and reflexes of the lowest levels thru exercise, conflict, and inhibition are lifted into the conscious life; they become refined and modified until we find them transformed into the ideals and virtues of the conscious ethical life.

While recognizing the fact that the function of consciousness

*Starbuck, E. D. *Syllabus Moral Educ.* 1902. Unpublished.

†Starbuck. *Op. cit.*

is continuous, and moreover that different phases of the mental life develop as one growth process thru various stages, it seems necessary for purposes of analysis to treat different aspects of mental life separately in order to get an approximately complete view of ethical development.

The growth of ideas and of the reasoning process has an essential influence on the moral sense. As already indicated, in the conflicts and hesitations which arise among the impulses—in their inhibition is the beginning of deliberation, foresight and choice.* Intelligence consciously checks the immediate expression of an impulse; it selects among the impulses those suited to its purposes. The reason selects and chooses; it makes precise distinctions; it uses names with exactness and care. Mental accuracy becomes a tendency to a certain kind of action, and when activity assumes a moral aspect the habit of accuracy is carried over into the ethical life and becomes truthfulness, honesty, uprightness and so on. Since thought is motor† the value of right thinking is, in its broadest sense, equal to the value of right acting.

Representative power—the ability to picture the results of an action, or to call in review past actions—is necessary in connection with the imitative function, to the development of conscious sympathy.‡ And sympathy, while it is not a sufficient basis for the genesis of the ethical sense, is an important element in its development. Representation is likewise necessary before one can approve or disapprove of his acts, and the ability of the individual to pass judgment upon his own acts is a vital step in the growth toward the ideal self, or socius. It then follows that the power to represent and pass judgment upon possible acts before they take shape in action will have a still more far-reaching effect upon conduct.

The imagination, which is closely allied to thought, is an important factor in shaping and directing the moral life. It involves the same elements as reasoning without the normal relation of facts. Conduct depends upon both thought and imagination, and both these depend upon the ability to imagine. Mental pictures, constructed from images obtained from the environment, give direction

*Morgan, Lloyd. *Habit and Instinct*, 323-326.

†MacCunn, *Making of Character*, 31.

‡James, *Psyc.* B. C. 370-372.

and shape to the ideals to which the individual consciously or unconsciously conforms.

"The moral sentiment," says Baldwin, "arises around acts and attitudes of will."* And Guyan asserts that "every voluntary action as such is a germ of moral energy, a beginning of moral character in the subject."† Without stopping to notice the elements which enter into the formation of the will, we will touch one or two aspects of the effect of a strong will upon moral development. In the lower level reactions volition may produce immediate and precise reactions, or it may delay them, and out of the deliberation and choice resulting we may get prudence and patience in the ethical life. Will is expressed in activity of some sort, but the inhibition of activity tends to bring it under the control and direction of the intelligence, while obstacles to overcome give it vigor and robustness. A strong will gives strength, self-control and self-reliance, and whether or not these tend directly to the building of character along ethical lines depends upon the trend of the intellectual and emotional life—upon the affections, desires, images, ideals which stimulate and direct the will as it finds expression in action. While the ethical sentiment is based in the impulses, its method of growth is by imitation and obedience, the other phases of the mental life developing simultaneously and forming an integral part of its growth.

Growth in morality is not only a development of the capacities and powers within, it is a coming into possession of racial moral achievements embodied in customs and institutions.‡ This moral order comes first into the environment of the child thru his contact with persons, and to the extent that it is reflected by the individuals who influence him. The child imitates persons, and through this imitation takes over into himself some of the elements of this moral order, and the modification of his own mental content which results makes the basis for a better understanding of outside forces. He is constrained to obedience by suggestion or by force, and, as has already been indicated, in the child's attempt to meet the complex situations in which he finds himself, in his at-

*Baldwin *Methods and Processes*, 34.

†Guyan, *Educ. and Heredity*, 66.

‡Alexander, *Moral Order and Progress*, 347.

tempts to reach an ideal set by others, there comes dimly into his consciousness the notion of an external standard to which all must strive to conform. This is his first conception of a moral order outside himself—a conception which will ever change as he is able to more fully comprehend and assimilate morality embodied in custom and tradition. As the child reaches beyond the influences of the parents, family and immediate friends he comes in contact with the customs and institutions of society in the school, the State, and the church. He assimilates these and interprets them again in a larger way. His duties increase, and his ethical situations become more complex, but they are solved in essentially the same way as the more simple ones in the earlier period.

To assist the genesis and development of the ethical self we should on the subjective side call into activity capacities in the emotional, volitional and thought life. Give the child a stock of moral experiences and select and perpetuate the best activities. On the objective side Dr. Starbuck has so well indicated in his syllabus on Moral Education—we should create an orderly world for the child to acquire, in which a world-will gradually emerges from individual, capricious will. We should help the child to assimilate this world order; help him to become a useful member of society; a part of a larger life, of a world order.

THE CHANGING PRAYER.

"God, make me good!"

He lisped in babyhood,

Taught by the mother whose unswerving love

Led him to trust in God unseen, above.

Borne by the years out in the swirling tide

Of business, pleasure, passion, pomp and pride,

His spirit changed its state—

"God, make me great!"

Reaching the vantage point of greater height,

With knowledge, power, distinction, wealth in sight,

He saw them pale before the Eternal Throne

As tinted mists beneath the rising sun,

And prayed, as in his babyhood,

"God, make me good!"

—*Thura.*

PRACTICAL CHILD STUDY IN THE KINDERGARTEN.*

NINA C. VANDEWALKER.

THE term "Kindergarten" has become synonymous for a new principle both in life and in education—the principle of self-expression as a means of development. * * *

But this provision for activity in education is but the evidence of a still more fundamental insight; it is a recognition of the child as an individuality to be developed thru his activity—an individuality that must reveal itself before its development can be intelligently directed. It is because a child's drawings and constructions, crude tho they be, mirror his soul, that they are of significance. The value of doing, as a means of training, is readily conceded; its value as a revealer of the child's thought is too frequently ignored. It is because education thru the child's self-expression does reveal his inner status at every step that it is so satisfactory to both the child and the teacher. Since the teacher must study the child expression to know the child himself and since his expression varies with the stage of his development it follows that the new education is one of observation of children on the part of the teacher.

But it is not along physical lines alone that the child study movement has made clear that which was but vaguely apprehended in the earlier days. That the child should give expression to his constructive and artistic impulses is self-evident if he is recognized as creative. But while art had existed for ages the relation between the art product and the child's art impulses had not been recognized until Froebel's time. He recognized the child as the artist in embryo since like the artist he gives free expression to his mental image thru the medium that is available. * * * His image may be crude * * * but in the free expression lies the principle of all true art. In the occupations of the kindergarten Froebel tried to provide the means by which the child's art impulses could be directed so as to lead to real art productions. But here, also, the available knowledge of his time was inadequate. No study had been made of chil-

*Extracts from an address read at a meeting of the Northwestern Wisconsin Teachers' Association, Sheboygan, October, 1903.

dren's forms of art expression or of the characteristics of children's work in different stages of their development, such as has been made in recent years by Sully, Earl Barnes, Prof. O'Shea and others. Judged by the body of principles concerning art education derived from these years of observation and study based upon Froebel's own principles the kindergarten occupations fail to meet the demands of true art education. Not only do the pricking, sewing, linear drawing, paper-folding, etc., demand an exactness impossible and injurious during the immaturity of his nervous system, but their use in the customary order of procedure would not lead to real art were this not the case. For in accordance with the principle of free expression the child must begin with the whole, not with the elements such as points or lines. In this case the added light that modern thought has thrown upon Froebel's principles has brought confusion rather than order into the kindergarten ranks, tho this will doubtless be temporary only. To refuse to accept the light of fuller knowledge even tho it may mean reconstruction would be to discredit the name of Froebel, who was a leader in his day and age because he availed himself of the thought that his day afforded.

Many other instances might be given to show how modern psychology and child-study have made explicit that which is implicit in the literature of the kindergarten. Its philosophy has been justified in the main, tho the fuller knowledge has established some truths that will modify the procedure in the kindergarten as far as such procedure was established before the fuller knowledge was attainable. * * * *

But unless she does more than to acquaint herself with the body of literature that has accumulated upon the subject of child study, she will neither gain the inspiration that comes from it nor reap its benefits in the truest sense. In her own group of children, often much too large, she has the opportunity of verifying and applying the truth of the child-study movement. In fact, it is only when she becomes a real student of childhood that her work becomes of absorbing interest to herself or of real value to her children. The kindergartner whose interest lies mainly in having the day pass off easily and smoothly and not in the development of the individual children will never know the satisfaction that comes from being a real child-gardener. The kindergarten was created as a protest against the routine of the school, but routine has so asserted itself in the kindergarten that it threatens to overshadow the individuality

of the child as completely as the school ever did. A study of the children as individuals will take away some of the grind of the machine. The kindergartner must study the children to save and develop herself as much as to save and develop the children.

Since every kindergartner practically makes a study of her children's characteristics the next step is to systematize her observations, for such knowledge once gained will serve but little purpose if it is not recorded in such a way that additions can be made as the children reveal themselves thru their daily work. A note-book with adequate space for each child is therefore essential. Before she has made even such a beginning she will probably have discovered to which of two fundamental types—the sensory or the motor—the individual children belong. The motor child obtrudes himself so noticeably upon the kindergartner's attention that he is readily classified as such. He is the one who would do all the talking, all the leading and all the suggesting, did not the kindergartner see that the quieter sensory child had a chance too. She will have discovered intuitively that the two types need entirely different treatment—that the first needs to be taught self-restraint, while the second needs to be stimulated to self-expression in speech or action. The secret of government lies in the correct interpretation of these types of temperament. If the kindergartner be of the motor type herself, she will be unconsciously inclined to favor the child who volunteers always, even tho he did not think before doing so, and to be impatient with the apparently slower but surer sensory child. If she be of the sensory type, she will be inclined to be irritated with what appears to be pure heedlessness on the part of the other. The wisest treatment is necessary to make one's temperament the servant, not the master. If more attention were paid to the matter there would be fewer wrecked dispositions, fewer fits of the sulks, fewer outbursts of temper and fewer showers of tears because of hurt feelings.

It takes but little serious observation along these lines to make the kindergartner realize the true significance of individuality—the lens, as Emerson puts it, thru which the individual views the world. This sense of the overflowing force of individuality is increased as she comes to observe her children along other lines. In the musical work of the kindergarten the most marked differences will reveal themselves. When each child's ear and voice has been tested the kindergartner is in a position to carry out the kindergarten principle

of meeting the children's needs, and not before. It is needless to say that her method of procedure will be entirely different and infinitely more interesting from what it would have been without such knowledge. If she has familiarized herself with the admirable work done in the study of children's voices during the past five years she will be able to lay the true foundation for the child's musical development.

* * * But if the child reveals himself in his physical movements and in his vocal expression he does so even more thru his hand work. For if the knowledge of the child's body has been added to in recent years his mind has been no less the subject of study. Children's attitudes and interests, the contents of their minds at different ages—all these have received their share of attention at the hand of the specialist. Thru his representation in sand or clay or on paper, the child's thinking at different periods stands revealed to us in all its vagueness and fragmentariness. Are we to help him to clearer seeing and more connected thinking? Here, too, it is the seeing power of the individual that the kindergartner must know. And here, too, it is variety and not uniformity that will meet her. For the child's power of seeing in the present depends wholly upon what he has seen in the past. And as his seeing is, so will his drawing, his modeling or his building be. Does the kindergartner wish to know what stock of mental images her children have as a foundation for other work? Let her make expression a frequent exercise and watch the results. Does she wish to know what a given child is interested in, it will promptly appear in its representation, and may have no apparent connection with the story or conversation that precede it. Does she wish to determine what part of a given program has taken root in the child's mind? His free expression is a more adequate test than the older child's examination paper. Does she wish to know whether he has grasped the essential facts of an object be it animal, plant, building or utensil? The clay, the pencil or the building blocks will answer. Is he beginning to feel the sense of his power? His hand work is his reply. Here, too, records are needed.

In all this work, too, the fact of the child's individuality will be impressed upon the kindergartner. She will be surprised at the frequent inequalities of development—the child who is noticeably above the line in one thing being, perhaps, noticeably low in others. The efforts to even him up being apparently fruitless. That devel-

opment is not uniform will also be apparent, since some children will seem to show little or no improvement in a given length of time, and then will take a sudden spurt which will enable them to outstrip their associates.

She will realize, too, that real development cannot be forced. It must be waited for. Her insight into the kindergarten philosophy will be deepened as this fuller realization of education as development is forced upon her.

But what practical use is she to make of her records of the child's nationality and home environment, of his temperament, his sense development and his power of physical coördination? What will she do with her knowledge of his musical proficiency or deficiency, with her insight into his stock of mental images and his power of expressing them? If she does not take time to frequently think over and record the observed progress of the individual children in these different directions, neither she nor the children will gain much. If she does so record her own success or failure her sense of responsibility will be quickened and her mind will be where it should be, on the individual children instead of on the program. It is in the attitude of mind and heart of the teacher that one of the chief values of child-study lies. When she joins hands with the discoverers of truth, she can never again be satisfied with mechanical work. The student seldom makes new discoveries in the school laboratory; he discovers for himself what others have discovered before him, that he may acquire the spirit and methods of original inquiry. The kindergartner must rediscover Froebel's principles, or they will never be vital to her.

Observations along the line suggested bear directly upon the daily work. If it is impossible for the kindergartner to make a study of each child she can at least make a study of those who need it most—the problems—of whom every kindergartner has her quota. The study of the weaklings in intellect or moral sense will more than repay her because of the added light that such study will throw upon the normal child. Accepting the Froebelian conception of life and education, the kindergartner cannot be true to herself unless she works in the added light of latter day knowledge for the realization of that Froebelian ideal—the manifestation of divinity in humanity."

THE EVOLUTION OF SIM.*

LUCY AGNES PRATT.

THE first time that I ever saw Sim he looked so very much like a skipping black cinder blown across my path that it took me some moments to discover that he really was a "sho' nuff" little flesh-and-blood boy and no cinder at all.

It was a blustering day in October, and I was making my way, with some difficulty, from that institution for negro youth which overlooks the waters of Hampton Roads, to its day-school annex known as the Whittier School. As a teacher in this school I was about to take my place with some eight or ten others, probably all old and experienced. I was painfully new and inexperienced. I was supposed to have left Northern winds behind me, but as I plodded along my somewhat dreary road with a slight homesick lump in my throat, I concluded that the stiffest Boston gale that ever blew was a mere fluttering breeze compared with this Virginia hurricane.

The Whittier School loomed up about a quarter of a mile ahead of me, but it had apparently been that same distance away for the last ten minutes. I had just resignedly watched my hat go skipping across the field to my right and had become aware that my skirts were wound around me with a grip from which it would be useless to attempt to extricate myself, when there suddenly appeared a small black object moving rapidly along in pursuit of the retreating hat. In a few minutes the small black object returned, hat in hand, grinning triumphantly.

"Thank you," said I, with as much grace as I could muster. Then, as he grinned cheerfully at me a second time and walked on by my side, it seemed fitting to continue the conversation.

"What did you say your name was, little boy?" As he had not made the slightest remark up to this time, this question was not exactly apropos, but he apparently did not think so at all.

"My name Sim," he said, with as pleased a smile on his face as if his name had been at least Bismarck or Salisbury.

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"Sim!" I ejaculated very ill-manneredly, and with, I am afraid, a more than pleased smile on my own face, "then I suppose your real name is Simeon." He looked at me doubtfully, then hesitatingly shook his head.

"No'm—jes' Sim," and he seemed so hurt that I never attempted to argue that question further and Sim he was from that day forth.

"It's a very good name, I am sure," I said apologetically, "and are you on your way to school, Sim?"

"Yas'm, I ain' nuver been to school befo', but dyah de school whar I'm gwine," and he pointed with his little black finger to the building ahead of us.

"I suppose a great many boys and girls go to school there?"

"O, yas'm, right smart."

"And are they all as black as you are—that is, I mean—" I was covered with confusion at my lack of tact—"I mean—are they all as smart as you are, about—about chasing hats?"

This time, instead of answering, he only smiled as if to encourage me to try again. But just then we found ourselves in the Whittier School yard. Sim conducted me up the steps, and from the outer hall I went into the big assembly room where the children had just gathered for opening exercises. They stood in long rows—tall boys and girls, middle-sized boys and girls, and very little boys and girls, and they all faced the platform where Miss Doane, the principal, stood and conducted the exercises. After a little came her customary morning talk. Just what she said to them that morning, I do not remember, but I remember well the song that followed with its constantly recurring refrain—

"I'm a rollin', I'm a rollin'
I'm rollin, thru dis unfrien'ly worl',
I'm a rollin', I'm a rollin'
Thru dis unfrien'ly worl'!"

It was the same plaintive melody that had been sung by their slave fathers on the old plantations years before. But there was a new and indescribable pathos in it when these hundred of unquestioning and unrealizing little children lifted up their sweet voices and sang the old song over again—

"O brudder, won't yer help me,
O brudder, won't yer help me t' fight,

O brudder, won't yer help me,
Won't you help me in de service o' de Lord!"

More little and helpless they looked with every line—

I'm a rollin', I'm a rollin'
I'm a rollin' thru dis unfrien'ly worl',
I'm a rollin', I'm a rollin'
Thru dis unfrien'ly worl'!"

But the song was done, and in curious, twisting lines they marched away to their morning work, and I was put in charge of my especial room. I seemed to be the object of considerable curiosity there. My friend Sim, who was on one of the front seats and very much in evidence, seemed to be especially interested in my arrival, and, tho I admit a slight near-sightedness, my composure was not increased when I heard him say in a very audible whisper to the little boy who sat next to him:

"Don't she squint funny?"

I looked at him severely, and he smiled back in the most confidential way imaginable. Altho it was his own first day at school, he seemed to feel a certain pressing responsibility concerning me and my first day. When, after school that night, I spoke to Miss Doane of his superfluous attentions, she smiled somewhat cynically and said she hoped it would last. Before another night, alas, I had discovered a fearful flaw in the character of my guide and protector.

About five minutes before time for morning recess the next day, I was at the board writing and the children were studying quietly. This had been going on for some minutes, when some instinct told me to turn around. I did so just in time to feel a sudden sting on the forehead and to see Sim rapidly jamming a pea-shooter into his pocket. A small white bean rolled away from my feet across the floor and there was a suppressed titter all over the room. There was something so surprising about this novel way that Sim had taken of showing his affection for me that for a moment I was at a loss what to say. That he had taken a good square aim at the back of my head was evident enough, tho I had upset his calculations by turning around sooner than he had expected. When the children were dismissed for recess Sim was requested to remain. He was not in the least disconcerted by this, but seemed quite pleased at the

idea, I thought. For my part, I was curious to know what he would have to say for himself.

"Sim," I began hopefully and cheerfully, when the other children were out of the room, "will you please tell me what made you shoot this little white bean at the back of my head just now?"

He looked up with a wondering, innocent expression on his little round black face.

"I ain' shoot no bean at you' haid, Miss Miles."

My hopes experienced a slight modification.

"Now just wait one minute, Sim," I said hurriedly, "just wait one minute"—

"Yas'm, but I ain' shoot no bean at you' haid. I 'clare I ain', Miss Miles."

There was something hopeless about this trusting guilelessness.

"But Sim," I said, "I saw you. Now give me the shooter. It's right here in your pocket."

He pulled it out without a word and looked at it and then at me, smiling quizzically.

"Den I reckon I mus' been 'sleep w'en I shoot dat li'l' bean at yer."

"No, Sim, you were not asleep."

"Den I reckon I didn' jes know wa't I'se doin', 'cause I wouldn' a shoot it at yer fur nuthin'."

"O yes, you knew perfectly well what you were doing. Look at me, Sim. You *knew* what you were doing."

"Yas'm."

I endeavored to conceal my surprise at this sudden change of opinion on his part and went on.

"Can you tell what made you want to do it?"

"No'm, I don' know."

This unexpected meekness was charming, and the opportunity unmistakably adapted to a brief and simple moral lecture on the value of truth to which Sim listened most patiently. How much of it he fully appreciated I cannot say. But he looked so penitent and little and ragged that I suddenly told him to go out and play with the other children.

The next morning when he appeared at school, he looked as cheerful and smiling as ever. I concluded that he had forgotten all about the performances of the day before, as he undoubtedly had. From that day forth Sim continued to be a puzzle to me—a puzzle

of the most varied and exasperating description. A more thoroughly naughty child was never known. And though he always appeared as innocent as a lamb under question or criticism, there was always the lurking doubt whether any argument or appeal ever made the slightest impression on him. I remember seeing him leave the schoolroom one day looking the very picture of penitence and submission—but the fearful anti-climax came when the door was closed, and thru the window I saw him as he suddenly turned a handspring over the railing of the steps and then tumbled into the first boy available, and after laying him flat on his back, sat down on him and crowed like a delighted rooster.

After a winter of tribulation and trial with him, however, when every slightest hope seemed inevitably doomed to be followed by a fresh disappointment, a day came when something happened which gave me a grain of encouragement to which I clung for days.

Not very far from the school yard, there flowed a wide and pretty creek which eventually lost its waters in Hampton Roads. This creek was naturally attractive to any small boy with swimming propensities. In fact, it became so extremely attractive as soon as the first warm, sunny days came, that it grew to be a general gathering place both before and after school. There was no reasonable objection to be found to this. The effect of the water was decidedly beneficial in the majority of cases, and it seemed such an improvement on the old way of spending the time on the streets, that it was rather encouraged than otherwise. It was against the rules to leave the school grounds at recess, however, and Sim, naturally enough, was the first to break this rule. He came in a few minutes late one morning, and as he came from the direction of the creek, with a suspicious dampness in his woolly hair, I drew my own conclusions, and when the other children had gone at noon he was told that he was not to go into the water again that day. He was all meekness and obedience.

"You understand, Sim. You are not to go into the water again today."

He promised faithfully that he would not, and as he looked up with big, earnest-looking, black eyes I actually believed him.

It was perhaps fifteen minutes before the afternoon session that a small boy, who had apparently overheard my conversation with Sim, came rushing in and with breathless enthusiasm informed me that Sim was "in a swimmin'!" Ten minutes later the miscreant

himself came shuffling up the steps. He had evidently come back with the greatest possible speed and a sudden realization of a serious error; for his hair was soaking wet and occasional drops were still running down his forehead and cheeks, leaving long damp streaks behind. But his dignity was not at all perturbed by his unfortunate appearance. He rubbed a very wet and dirty handkerchief back and forth across the top of his head and stood ready to hear what I might have to say. But I preferred to hear what he might have to say. I looked at him and waited.

"Well, Miss Miles," he finally began with elaborate deliberation, "yer see it wuz jes disaway. I jes' 'appen ter be a-walkin' 'long side de water, er know, an' 'twuz one o' dese yere sunshiny days an' de water wuz lookin' so nice an' glis'nin'—an' de boys dey wuz all in a-swimmin', yer know." * * * He paused effectively.

"Yas'm, de boys dey wuz all in a-swimmin'." He evidently wished me to be duly impressed with this fact. "But co'se I couldn' go in 'cause I tole yer I wouldn'—an' co'se I didn' wan' do nuthin' I tole yer I wouldn', but de boys dey wuz all in a-swimmin', yer know"—

"Yes, Sim, I understand"—

"Yas'm, yer see, dey—dey's jes a-*splashin'* roun' dyah an'—de water, yer se, it jes keeps on a kine o' dancin' an' a-smilin', but co'se I couldn' go in 'cause I tole yer I wouldn'—an' 'cose I didn' wan' do nuthin' I tole yer I wouldn'—but seem like I—I'se jes a kine o' wishin' ter myself dat yer ain' tole me w'at yer did—seem like I'se jes a kin' o' wishin', Miss Miles"—

"Yes, that was very natural, I am sure. I understand your feelings perfectly, Sim. And so you did go in after all?"

"Well, yer see, co'se—well, yer see, Miss Miles, yer see—de boys dey begins a-wo'yin' me 'bout it—an' it—an' it sut'ny seem 's if de mo' I ain' sayin' nuthin', de mo' dey keeps on a-wo'yin' me. But I jes keeps a 'memb'in' w'at yer say 'bout not gwine in—but I—I did want ter mighty bad—jes mighty bad—an' de boys dey would keep a"—

"Sim! I wish you to answer me this *one* question. *Did* you go into the water?"

"Well, seem"—with an agonized sigh—"seem like I ain' nuver wan' do nuthin'—*quite* so bad befo'—an' de—de boys dey would keep it up a-wo'yin' an' a-wo'yin' an' a-wo'yin' me twell jes seem like I couldn' stan' it no longer—an' de wosses' of it wuz de mo' I

'membah w'at yer say 'bout it, de mo' dey keep it up—twell some'ow—fus' thing I know—I don' know 'ow it ebber come 'bout—but some'ow—fus' thing I know—yer see dat water did look like 'twould *fe'el* so lubly—but co'se I might a manage dat ef 'taint b'en fer de boys—an' dey *would keep a'*—

"Sim, did you or did you not go into the water?"

A long pause.

"Yas'm, I did."

Perhaps it is difficult to realize why this incident in Sim's career should have been the cause of any special encouragement on my part. But the fact remains that this was the first time that he had ever been known, under such painful circumstances, to finally arrive at the truth, plain and simple. Poor little untutored soul! When he said "Yas'm, I did," he experienced a sensation that was strangely new and he looked up into my face half surprised. Then he dropped his head and I wondered if a subtle something had not left its touch—faint and unrealized though it might be.

The next day, when I questioned him about some new offense and he blundered out something in great confusion, I wondered again, for when Sim lied he never blundered.

It must have been about a week from this time that he one day appeared in an entirely new rôle.

One morning, as I stood in the doorway and watched the children play outside, I saw a tiny figure coming down the road straight towards the school. It was a little mulatto boy—a mere baby—with a most contented look on his small brown face, and he trudged into the yard tugging away at a little old cart which had just one wheel left to run on. The boys immediately surrounded the child, who had evidently strayed far from home and now became very much confused at the company in which he found himself. When they began to tease him and make fun of his cart, he grew not only more confused, but very much frightened, and suddenly took to his little legs. The boys followed. The child gave one despairing look back at these dreadful pursuers and dropping the handle of the precious cart fled in terror. But he was too thoroly frightened to do even those short legs justice, and just as the boys were making a great show of being ready to pounce on him, the baby tripped and with a catchy sob went down in a pathetic heap. Sim, who was apparently ready to make matters worse, appeared at this point, and I was making my way as fast as possible to the rescue when, to my

astonishment, he suddenly turned the tables. He kicked first one boy and then another like a vicious little steer, and when they gradually backed off before this unexpected assault, he picked up the baby who by this time was sobbing hysterically, and holding it tight around the waist just as a small boy holds a bundle much too large for his size, he bent all his energies towards me as a final goal.

It was a queer little picture. Sim, not much bigger than the child and certainly not much heavier, struggled desperately to keep his two feet under his load, and held on with a grip of iron. Finally the bundle was dropped at my feet, and Sim, all out of breath and with drops of perspiration on his forehead, began excitedly:—

“Don’ yer let ’em, Miss Miles! Don’ yer let ’em! Don’ yer let ’em! De—de boys dey scare ’im mos’ ter def, Miss Miles, an’ he ain’ big ’nuff for ’em! Please don’ yer let em’ plague dat li’l feller no mo’, Miss Miles! *P-l-ease don’!*”

He was almost hysterical in his excitement, and the child, realizing that he had found a friend, reached out a chubby hand and held tight to the end of his coat. The devoted protector stooped down and brushed the dirt from the short worn skirt. I had never seen Sim at all troubled by dirt before. As he did so, his eyes fell on the baby’s knees all hurt and bruised from the recent tumble. He looked up at me and his voice shook with emotion.

“Wa’n’ it m-mean of ’em—Miss Miles—ter knock dat li’l feller down—an’ hurt ’im like dat—wa’n’ it jes *m-mean* of ’em!”

It was the first time since I had known him that I had ever seen Sim’s feelings unmistakably affected and I looked at him, hardly able to understand. His little dark face was all quivering with excitement and pity.

“‘Twa’n’t *right*—wuz it, Miss Miles”—the words seemed to touch a half-remembered something in his childish brain with an effect that a sharp and unexpected electric thrill might have produced. He stopped abruptly, and when he began again his words tumbled out in a sudden, piteous, and startled appeal.

“Miss Miles! Is it ez bad ez dis ter—ter—ter *tell lies?* Yer—yer know yer tole me it—it wa’n’ right—but—dere didn’ nobody nuver tell me so befo’—an’ I—I didn’ know ’b—’bout it—is it ez bad ez dis, Miss Miles—Miss Miles! Is it ez bad ez dis! ’cause, ’cause—I—I—don’ yer know—I—I—say, I ain’ gwine do it no mo’—I—I—say—I *ain’* gwine ter do it no mo’! — Miss Miles—

*ain' yer heah me? I—I—say—I—ain'. * * * But it—wan'—f—fair—not—ter tell me—'bout—it—it wan'—t-a-i-r."*

He turned his head away in helpless surrender and there was just a moment of bitter, silent struggle. Then there came a piteous, quivering little sob and the head went down on to the baby's shoulder as a final refuge.

I—I could have taken both little ragged things in my arms and cried too.

Ten minutes later, after having been assured that he knew just exactly where the child lived, I watched two small figures move side by side down the road—looking contentedly into each other's **faces**, and dragging an old, one-wheeled cart between them.

And tho it is almost five years since all this happened, and more than three years since I have seen Sim, I still hear about him, and from all that I hear, I think that when I see him again, he will be leading a battalion of boys at the Institute—with straps on his shoulders and a general air of captain, from his military cap down.

JANUARY.

January, bleak and drear,
 First arrival of the year,
 Named for Janus—Janus who,
 Fable says, has faces two.
 Pray, is that the reason why
 Yours is such a fickle sky?
 First you smile, and to us bring
 Dreams of the returning spring;
 Then, without a sign, you frown
 And the snowflakes hurry down,
 Making all the landscape white,
 Just as if it blanched with fright.
 You obey no word or law;
 Now you freeze and then you thaw,
 Teasing all the brooks that run
 With the hope of constant sun,
 Chaining all their feet at last
 Firm in icy fetters fast.
 Month of all months most contrary,
 Sweet and bitter January!

—Frank Dempster Sherman.

THE OHIO CONFERENCE OF KINDERGARTNERS.

THE Ohio Conference of Kindergartners held in Cincinnati November 27 and 28 was an occasion of much profit and pleasure to the one hundred kindergartners in attendance.

On arrival at the Training School all were served with a delicious luncheon by the ladies of the Cincinnati Kindergarten Association.

The conference was most fortunate in the selection of its chairman, Miss Mabel Amy MacKinney, of Cleveland, who presided with charming grace and dignity thruout. In opening, Miss MacKinney stated the incidents preliminary to the meeting, and some time was given to the discussion of future plans.

The first address was given by Miss Annie Laws, "The Organization and Conduct of Mothers' Meetings," in which Cincinnati has been most successful. Miss Laws discussed the following points:

I. Value of Mothers' Clubs.—(a) Contact with others, sharing of experiences. (b) Organized work and opportunity for growth. (c) Business experience. (d) Opportunity for self-expression. (e) Cultivation of spirit of toleration, charity, helpfulness and kindness. (f) Healthful entertainment and recreation. (g) Radiation of happiness and good fellowship. (h) Closer relationship of the kindergarten and the kindergartners with the home life of the child, and of the mother with the first school life of the child.

II. Devices for getting mothers interested.

III. Arrangements for meetings.

IV. Order of exercises.

V. Suggestions for topics of discussion.

In the discussion following, Cleveland, Toledo, Columbus, Dayton, Springfield, Warren and Oberlin were represented.

The paper on "Rhythm" by Miss Grace Anna Fry, illustrated by Miss Josie B. Stewart, of Lockland, Ohio, was exceedingly practical, showing a definite program in various rhythmic movements during the year, and giving a large repertoire of appropriate musical selections.

The evening session was held in Christ Episcopal Church. Han-

del's Largo was played by the organist, Mr. John Yoakley, followed by an invocation by Dr. Charles Frederick Goss. Miss Mina B. Colburn, principal of the Cincinnati Kindergarten Training School, and chairman of the local committee, extended a hearty welcome to all visitors, to which Miss MacKinney responded most appreciatively.

The first address was by Dr. Edwin N. Brown, of Dayton, Ohio, who spoke of the kindergarten work in Ohio. He said: The soil of Ohio is suitable for oaks and elms, rather than willows, and tho these are of slow growth they are deeply rooted, strong trees. In regard to educational changes, Ohio is conservative, but we may hope that the kindergarten will soon be a part of the public school system. The beginning of the work in Ohio was the organization in 1880 of the Cincinnati Kindergarten Association. Its work has continued to the present time, and there are now twenty-six kindergartens under the auspices of the Association Training School.

Next to Cincinnati came Cleveland with an organization in connection with Perkins Settlement in 1886. Out of this grew a Training School, and Cleveland now has thirty kindergartens in the public schools. In Columbus the Woman's Educational Industrial Union was organized in 1887. In Dayton the work was begun by a few earnest women and is now a part of the public school system.

In 1892 the Ohio Legislature passed a bill allowing a levy of one mill for kindergartens in cities of the first and second class. The first public school kindergarten to be established was in Fremont. In 1893 Youngstown and Oberlin introduced the kindergarten, and in 1896 Cleveland, Dayton and Mansfield. There are now 250 kindergartens in the state, 115 of which are in the public schools.

Dr. Jennie B. Merrill, supervisor of kindergartens in New York City and president of the Kindergarten Department of the N. E. A., next spoke, as follows, on

THE PROGRESS OF THE KINDERGARTEN MOVEMENT IN NEW YORK CITY.

My attention was called last week to an important work in sociology, recently translated from the French, entitled "The Laws of Imitation." It remained for this brilliant French writer to make a new definition of society based upon this fundamental process of imitation. He defined society as "a group of beings who are apt to *imitate* one another, or who without actual imitation are alike in possession of common traits, which traits are ancient copies of the same model."

M. Tarde defines this model which has been copied as an "invention," the work or thought of some genius. Such a genius was the founder of the kindergarten, Freidrich Froebel. We find educational societies today imitating the model set by Froebel's *creative genius*. For the past fifty years families, cities and countries have been adopting kindergarten principles and practices, and are imitating this model of creative genius, the kindergarten. Mr. Tarde claims that the logical laws of imitation are obeyed whenever an invention is imitated solely because it is truer and better than any of its rivals. Thus we claim that the kindergarten is triumphing over many of the evil systems of child training that prevailed so long. If this seems to you too great a claim to be made for the kindergarten let me quote from an address by Pres. Eliot: "I say, therefore, that the kindergarten has set the example for the mode of teaching which has come into high schools, colleges and universities during the past forty years." These are not the words of an enthusiastic kindergartner, they are the words of Pres. Eliot, of Harvard University. I cannot do better than to recount the kindergarten methods to which Pres. Eliot alluded. The great lessons of the kindergarten, then, according to Pres. Eliot—those that have been imitated in higher institutions—are:

1. A recognition of the individual.
2. Doing something with hand and eye.
3. Studying nature.
4. Interesting the pupil instead of driving him.
5. Shortening the school periods owing to natural restlessness of pupil even to college lectures.
6. Showing the pupil how to do things himself—value of imitation.

I take time to enumerate these points because so many are apt to think only of the peculiar apparatus of the kindergarten, not of these vital truths that are the source of its power.

Mr. Richard Gilder, president of the New York Kindergarten Association in 1890, says in a recent address, "That the kindergarten is an uplifting social influence in the home and district is so undoubted a fact to those who have had anything to do with the efforts for the betterment of the condition of the masses of people in New York, that to attempt to support the proposition with detailed evidence seems to us somewhat like going about to prove circumstantially that light and air are wholesome elements in the life of the people." Again, "The direct effect of the kindergarten upon the child—teaching him an interest in nature, observation, gentleness, helpfulness, cleanliness, order, law; substituting mutual service for cunning and selfish violence. To the home is given a knowledge of a better way than force and fury."

"In no community in the world is there a social force in operation greater in interest, in its constantly extending field more power-

ful, or on the whole better adapted to a beneficent purpose than is the kindergarten in New York."

It is true that now and then detailed criticisms are being made upon this or that method of carrying out kindergarten principles; but they have no part in settling the question of the *need* of the kindergarten in great cities.

Speaking of the moral uplifting of the kindergarten I am reminded of a thought of Dr. Finley, president of the New York City College. He says: "The ultimate salvation of a city lies within *itself* rather than in the purifying streams that come from the country." From city to city all over the country the agency of the kindergarten is becoming at least one of the purifying factors. It has moved on until over 100 cities have the kindergarten as a part of the public elementary education.

I count it a great privilege to be invited to tell you some of the points of interest in the organization and development of the kindergarten in New York City. Philanthropy helped greatly to pave the way for more extended work of the public kindergarten of which today we have more than 400 in Greater New York, 200 being in Old New York, 150 in Brooklyn, and the others in the boroughs of Queens and Richmond. For nearly thirty-three years the kindergarten work has been carried on in New York. For twenty-three years it was private or philanthropic work with one exception; for the last ten years it has been public. Of the development of the past ten years we may say: "First the blade, then the ear and then the full corn in the ear." The first public kindergarten in 1893, in 1896 fourteen and a supervisor appointed. Work was also begun in Brooklyn and other boroughs. In 1903 there were 400 kindergartens and 13,000 children. The progress has been regular. The work seemed long delayed and yet now looking back we wonder at what has been accomplished. A difficulty but a blessing is that the kindergarten eligible list is always short on account of high requirements. Kindergartners from State Normal Schools come from many other cities on account of equal salary with teacher and same prospects of promotion. The kindergarten gives the school help thru home visitation and mothers' meetings. The best point of contact with the school is the kindergartner. She gives the child a good start and becomes acquainted with characteristics and defects of children.

So much has been done in New York, but more could be done. There are 13,000 children in our kindergartens, but there should be 30,000. Still we hear the cry of the children. Dr. King recognizes the power of love as the foundation of the kindergarten; he also recognizes the power of the child to lift the teacher, the parent, the city. He says with Froebel: "Come let us live with our children, that all things may be better here on earth."

The Rev. John Howard Melish concluded the evening's program

with an appeal for the kindergarten training as a woman's preparation for life's activities. He said: "The world needs trained women for the public schools—in the settlements and charitable institutions and in the Sunday School; also the great value of the kindergarten training in preparing women for the home and for their work as mothers.

The Saturday morning session opened up with a paper by Mrs. A. H. Alford, of Warren, Ohio, on the "Use of the Mother Play on the Morning Ring." In this she emphasized the value of the Mother Play to students in helping them to understand children. The Mother Play should be in daily use in the kindergarten, the study of the pictures together promoting the spirit of unity between kindergartner and children.

Mrs. Alford's paper was followed by a discussion in which the point was made that great artists have seen in Froebel's Mother Play pictures, in spite of the crudeness of execution, a wonderful expression of thought.

The next paper on "The Kindergarten Story" was presented by Dr. Mary E. Law, of Toledo. Dr. Law traced the evolution of the story as one of the attempts of the race to give outward expression to beauty. The typical story for children should have a purpose and illustrate positive virtues and correct ideals. It should appeal to the imagination and be told in well chosen language, the moral being suggested but not revealed. She made a strong plea for true stories, saying that the fable and fairy stories tend to confuse the child and make it harder for him to understand the world about him.

The paper was followed by an animated discussion, after which Miss Emma L. Law told the story "A Handful of Red Clay."

Miss Anna H. Littell presented most concisely the topic, "Handwork for the Youngest Children." She emphasized the necessity for greater simplicity in the work planned and of giving that which can be done largely if not entirely by the children themselves. Also that which has in it the element of repetition in order that the child may gain a certain mastery of material that shall help him to be self-reliant. Reference was made to the excellent exhibit of handwork given upstairs, to which contributions from the state had been very generally made.

The closing feature of the morning was a discussion of the Syllabus used by the New York Kindergartners.

SYLLABUS OF THE NEW YORK KINDERGARTEN.

The following are the lines of work that should be included in the kindergarten instruction:

In nature study the children should be taught to observe and to care for animals and plant life, to make daily observations of natural phenomena, and be encouraged to take occasional excursions to parks and fields. They should be taught to use the brush, in making illustrative drawings, to model in sand and clay in connection with plant and animal life, and to work in out-of-door gardens.

In construction the work with the gifts and occupations should be creative. No occupation work should be introduced which is injurious to the eye such as fine perforating, fine sewing and fine weaving.

In physical training the play and games should be interpretative and expressive of every-day life. They should lead to a control of the muscles, and to mental and social development.

In music, the children should be taught to listen appreciatively to instrumental music and to singing. In singing by children, only such songs should be selected as unite expressive melody to appropriate words, and in which the rhythm of poetry and music coincide. The compass of the songs should be within the limits of the staff. Only soft singing should be allowed at any time, and great care should be given to enunciation and expression. Singing (motion songs excepted) during marching and physical exercises is not advisable.

In story-telling, the stories should be illustrated with blackboard sketches, pictures, and objects. The stories should be reproduced concretely thru the medium of games and adaptable material; later, the stories should be reproduced orally with great freedom of expression as an introduction to language. Number, form, color, and direction should be introduced incidentally.

In co-ordinating the kindergarten and the primary grades of the school, the kindergarten exercises should be modified toward the close of the term in preparation for promotion. Periods of silent work and a greater proportion of independent work should be provided for. The use of blocks, splints, and small sticks of different lengths will aid in primary number work. The use of the sand table will aid in the illustration of stories, and will prepare the way for geography. The observation and care of animals and plants, the introduction of a simple weather record, and out-of-door excursions with the children, will also serve to co-ordinate the kindergarten and primary grades.

In the primary grades, especially during the first months after promotion, the play spirit should pervade the work. There should be some conversational privileges and free oral reproduction of stories; marked attention should be given to constructive work along several lines of manual expression.

Note.—When practicable, the children may return in the afternoon to the kindergarten room for the purpose of playing games under conditions which are conducive of freedom, and where there is the advantage of a piano.

Dr. Merrill's comments were most helpful, dwelling especially upon the great attention given to Nature work and its salient influence.

In opening the discussion, Prof. J. F. Reigart, of the University of Cincinnati, said: "The syllabus is commendable quite as much for what it does not state as for what it does. Believing in the self-activity of the child it was evidently the intention of those preparing the syllabus to allow for the self-activity of the teacher."

The closing business session resulted in the reappointment of the former committee: Mabel A. MacKinney, Chairman, Cleveland; Anna H. Littell, Dayton; Mrs. A. H. Alford, Warren; Elizabeth Osgood, Columbus; Mina B. Colburn, Cincinnati; adding the names of Dr. Mary E. Law, Toledo, and Clara May, Oberlin.

No permanent organization was thought at present advisable. Investigation will be made by the committee concerning some affiliation with the regular State Association and also representation at the several mid-year meetings with a view to keeping the Kindergarten work more definitely before the minds of the Ohio teachers, superintendents and Boards of Education. This committee to report at the next I. K. U. in Rochester.

Luncheon was again served in the Training School, this time by the Cincinnati Kindergartners. At 2 p. m. special trolley cars conveyed all present thru the beautiful suburbs of Avondale, Clifton, Mt. Auburn, and Walnut Hills, the newly fallen snow adding much to the delight of the trip.

ALASKAN GOLD.

A million years in the smelting-pots
Of the great earth's furnace core
It bubbled and boiled as the old gods toiled
Before it was time to pour.

A million years in the giant molds
Of granite and mica-schist
It cooled and lay in the selfsame way
That into their hearts it hissed.

A millions years, and the clouds of steam
Were rivers and lakes and seas
And the mastodon to his grave had gone
In the coal that once was trees.

Then the Master Molder raised His hand,
He shattered the gray rock mold
And sprinkled its core from shore to shore,
And the dust that fell was gold.

—Winthrop Parker in *Youth's Companion*.

DEATH OF MARY EVELYN STRONG, GALESBURG, ILL.

In the death of Mary Evelyn Strong, of Galesburg, Ill., the kindergarten world and the world at large have lost an inspiration they could ill-afford to spare. Her life illustrates anew the superiority of the self-active sprit of divine love over physical disability.

As a child of six she was struck in the hip by a swing, an accident from which she never fully recovered. Born in Glens Falls, N. Y., in 1854, she was a young woman still in her prime. Unable to attend school, she received instruction at home, being always attracted by bird, and insect and flower. Books were beloved companions, and much time was spent with pets, especially with the raising of chickens. She was also an expert marksman with the rifle. It is perhaps superfluous to say that this skill was never used in the taking of life.

Her inborn love of teaching was early displayed. At the age of twelve she told Bible stories to the children of the neighborhood on Sunday afternoons. The numbers increased, we are told, until her home was not large enough to hold them, and finally this school was made a part of the city mission school. From the local daily paper, the *Republican Register*, which contains also a beautiful tribute to her life and worth in its editorial columns, we quote the following appreciative outline of her useful and beautiful career:

"Her first real teaching began when she was fourteen. It was a private school, which she continued for two years. On account of ill health, this was discontinued. She still pursued her studies and in order to obtain the necessary books engaged in embroidering and similar work, as this could be done in a reclining position. Soon, however, she was sent to the National Surgical Institute at Indianapolis, for surgical treatment, and while there took a six years' course in Miss Alice Chapin's Training School for Kindergarteners, spending a part of the time in her school and a part teaching at home.

Miss Strong's first kindergarten was begun in her mother's dining room, in the spring of 1879. In the fall of that year a pony and basket phaeton was secured to bring the children from different parts of the town. This conveyance was nick-named the "Kindergarten Clothes Basket."

In the fall of 1880, Miss Strong's mother moved to Creston, Iowa, making it necessary to find other quarters for the school. Rooms were obtained over O. T. Johnson's store, but Main street was found to be an undesirable place for little children. Then apartments were obtained over the old fire house on Prairie street, which proved to be less desirable. All this time the Kindergarten

was making friends and among them was Rev. Dr. Thain, pastor of the "Old First Church." It was he, who secured for the school the First Church chapel, where it remained for six years. From this time may be dated the Kindergarten's real success and recognition in Galesburg as a school.

In 1885 Miss Strong's training of public school teachers began. Having never attended the public schools, she found that her lack of knowledge concerning grade work would be a barrier to her success. So she closed her school at the end of the winter term in order to study the common school system. She took an agency in Iowa, canvassing half a day and visiting school the other half, until she became thoroughly acquainted with common school methods. She said concerning this: "The trip proved to be financially so successful that my friends urged me to give up teaching and accept a permanent position offered me by the firm for which I worked. I had no such thought, however, and September found me again in the school room, with my little ones and my first Normal school."

In order that this school should be a success, permanent quarters must be obtained. The old Christian church property on West Tompkins street was secured and the church and the school occupied it in harmony for six years, Miss Strong residing in the same building.

In 1890, Miss Strong took the initiatory step to form a Free Kindergarten. The association was formed, composed of three members from each church in the city and today the prosperous school is a reminder of the successful work from the beginning by Miss Strong. She has taken an active interest in its growth, and while too much engaged elsewhere to be in supervision of the association, her heart has been with it.

Miss Strong was an example of one who not only pursued, but has acquired knowledge under difficulties. With poor health and for many years prostrated upon a couch of pain and extreme suffering, she has risen to a height that the physically strong might envy. In this city she has done a noble work in the cause of education and in the hearts of the people she is not without honor. In her work she was thoro and never made attempts to give instruction on subjects on which she was not well versed. She exerted a gentle and moral influence over children and others.

Miss Strong was for many years a living example for temperance. She was a faithful worker in the cause of Woman's Christian Temperance Union. In 1901 she was delegate-at-large from Illinois to the National W. C. T. U. convention at Forth Worth, Texas, and while there she became so enthused in the cause for young ladies that she returned and was instrumental in the organization of a branch of the Y. W. C. U., which bears her name. She was looked to as a counsellor and the respect in which she was held was marked.

In 1894, Miss Strong was elected as a member of the board of education on the W. C. T. U. ticket, and served her term with credit

to all. She was re-elected in 1897 and 1901, but was compelled to resign in 1902, on account of her failing health.

As a Christian woman, Miss Strong was an example of all that is good and holy. Her influence was always for the good. She served her Master faithfully and the influence she exerted in whatever line she served Him was for the upbuilding of the cause of Christ. For many years she was a member of the First M. E. Church, but at the time of her death was affiliated with the Central Congregational Church.

In the summer of 1901, in company with Miss Adda Robertson, she made a trip to Scotland, spending from June to August in that country. While her travels have not been large, she has engaged in the cause of education and on various occasions has been called upon to deliver addresses upon her work.

Surviving the death are the two sisters, Mrs. Stockdale of this city, and Mrs. H. M. Dolph of Joliet, one brother, R. H. Strong of Galesburg, a nephew, Charles H. Stockdale, Osceola, Iowa; a nephew, Orson Dolph, Joliet; and an aunt, Mrs Lida Holt of Galesburg."

The work for which this beautiful, brave spirit gave her life, will continue to be carried on by those familiar with her hopes and plans. Miss Adda R. Robertson, who has been with Miss Strong for the past fifteen years is in charge.

For the present need, good citizens who have not great power are divided into two classes, the one seeking by public movements, combination, agitation and legislation to secure the liberties of the people and to clip the wings of militarism, commercialism, monopoly, and inordinate wealth: the other, realizing that universal intelligence and common honesty are the safeguards of the republic, are bending all their energies to the education of the young, to the strengthening of all the forces of righteousness, and to the preparation of the common people everywhere for honorable service in the republic. The hope of the country and the power of the country lie in the reserve powers of millions of men and women who are not afraid to be poor, and who are intelligent enough to see that the suffrages of the people can be controlled by no persons nor powers unless by consent of the government. Rich men can not long oppress people who are not afraid to be poor. If the issue came, honest men would say, as Ralph Waldo Emerson said nearly sixty years ago, "I am sure I shall take my share of suffering in the ruin of such a prosperity, and shall very willingly turn to the mountains to chop wood and seek to find for myself and my children labors compatible with freedom and honor."—*Christian Register*.

RELIGIOUS TRAINING.

NOTES FROM AN ADDRESS BEFORE THE CHICAGO KINDERGARTEN CLUB
BY PROF. GEORGE E. COE, OF NORTHWESTERN UNIVERSITY.

DESPITE biting winds and whirling snow, a good proportion of the Chicago Kindergarten Club membership with many outsiders, attended the meeting of December 12, to hear Prof. George A. Coe, of Northwestern University, on Religious Training. It was a great privilege to listen to this trained investigator and educator who has made a special study of the development of the religious nature. The points he made were, in the main, as follows:

Professor Coe noted first that there was now in progress a great movement for religious education which was spontaneous, natural, unforced and widespread, being voiced in pulpit, press and everywhere in private conversation. The burning interest of the day is this religious education movement.

There is a two-fold reason for this: First, there is at hand a great emergency which demands a new movement, and there is at the same time, unprecedented opportunity to satisfy this great call. The causes for this emergency are several. First of these, is the great growth in democracy. The success of a free government depends upon the general diffusion of good character. Democracy rises and falls with the character of its people. Hence the need for moral and spiritual training. Second. The growth of our great modern cities, with their great factories, immense population, and accompanying loss of the semi-rural character with its nearness to nature and its simplicity. In the present complicated life of to-day, the parents, both father and mother, are often away all day from home, which means the loss of intercourse with the parents, that large part of training, due to contact with personality. And again this absence of the parents means necessarily loss of opportunity for much normal training.

Our large cities involve also a great massing of evil. It is harder for the young to grow up without infection, and tho this is not impossible it is easier to persist in evil in a modern city.

The third phase of the present great emergency is presented in the decline in family training in religion. This movement in the family is not necessarily retrograde. It may be simply a going back to get a fresh start, for a further leap forward.

There are also weak places in the religious training of the churches. While the Sunday School has done magnificent work it has revealed many weaknesses, and a demand for improvement has arisen. The Sunday School arose to fill a need, and much better work has been done in training in religion than before the Sunday School. It is worthy a prayer of thanks that so many millions whether wise or unwise are engaged in this effort. The Sunday School movement convinced the churches that they have an educational function. It is recognized, however, that we have reached a crisis in respect to Sunday Schools and must go forward.

The fifth fact in the emergency is the widespread recognition that the church relied too much on evangelization, on preaching and tended to underrate teaching. The boy and girl were partly forgotten. The same means were employed to reach them that were used with the adult. It was not studied how evangelization was related to education.

Sixth. The separation of church and state plays a part in this emergency (this separation is being accomplished also in England and France), with the result that the state schools are no longer professedly schools of religion. The question whether exclusion of sectarian teaching necessarily means exclusion of religion is still undecided in many minds. But the result is to throw back religious training on the home and church, and this at the very period when such home training has declined, and the Sunday School training is defective.

Here we have presented the emergency. And the other reason for accounting for the universal interest in this question is that at the same time that this emergency is felt, there is found an unparalleled opportunity for meeting it.

In what consists this opportunity? In the following considerations:

1. We have to-day more genuine knowledge of the Bible than ever before, even than in the days of the prophets and apostles who

composed it. We have a perspective of religious development as set forth in the Bible such as never was before. The specialists have a truer, more intimate acquaintance with the Bible, its contents, meaning, etc., tho the multitude have it not. With a great need on one hand here is a vast machinery of Biblical study ready to be used.

2. With the nineteenth century came a new philosophy of education, which settled many things tho it left details unworked out. All study Froebel to find how to teach. His principles have been sifted, tried, approved, settled, but never used as basis for specific work in religious training.

3. The progress of modern psychology in child-study and adolescence are at hand in this emergency. With all the many theories, the true glimpses, the correct philosophic view, it remained for child study to get a grip upon child growth, and upon the educational problem. The investigation of the child mind gives other elements necessary to construct sound methods.

The marked outward sign of this great interest in religious education is the organization of the Religious Education Association in Chicago, last February. The call for this met with an instantaneous response from all over. It is to act as clearing house for all existing agencies for religious instruction, to gather information and circulate it, and is to form local groups as rapidly as possible. It includes 16 different departments.

As to the relation of the kindergarten to the new movement for improvement in religious education, the kindergarten contains and has contained the central principle of any thoro reform.

1. The kindergarten represents Froebel's philosophic outlook on life, to which must be added a workmanlike observation of facts. His philosophy assumes that the life of the child goes from unity to unity. 2. That the child is an expression of God; that he reaches to God, thru nature and man; that his individuality is to be developed; that he rests finally in finding his true relationship to God. Notes of the child's divine origin and destiny are found everywhere in Froebel's thought. The kindergarten stands for the unity of education. The education of the intellect cannot be separated from the education of the will or character. The kindergarten has gotten so far that it knows that education must be religious or it is not

education. Education must include the development of the whole personality; life, not fragments. Again, the kindergarten rests upon the pedagogical principle of development thru self-expression, the very thing heretofore lacking in religious education all thru, when they have been trying to stuff the child, to put on from the outside. They have not gone deep down into the child soul to bring up the simple, natural expression, so delicious when it does come. How valuable a record if we could note the child's thoughts of God as revealed thru his prayers and many childish comparisons. Among several other characteristic stories, Prof. Coe told of the child put to bed during a thunderstorm and very much afraid. But the mother reassured her, telling her not to fear, for God was with her. The child remained above in the storm and dark for a few moments and then stole down stairs, saying, "Mamma, you go up stairs and stay with God awhile." We can make discoveries of the mode of development by observation of the children at such times.

What points of view have been gained for reorganization of religious training?

1. We have now an increased knowledge of adolescence as well as an increased knowledge of childhood; if we know one we know the other. The modern science of adolescence is not new, however; it is an extension of knowledge previously gained, witness "Emile" and similar studies.

2. We have an increased knowledge of the evolution of religious consciousness of the race, tho there is a sense in which the child recapitulates the race development, it develops differently; still there are points of contact, and the study thereof secures to us much in the way of clues to the religious development of children. What are some of these points which are suggestive? The great objects and phenomena of nature awakened a sense of dependence in man, the storm, sun, sky. Here in the resultant nature worship is a clue for us. Children may not need to go thru the same stages in the same way as early man, but is it not worth while to get from the phenomena of nature that which can be made of religious significance to the child?

Consciousness of the individual self and social consciousness grow together. The child attains a clear consciousness of self as he attains a clear consciousness of others. This comes first thru imitation. Here is another kindergarten principle: that the basis of

education is the basis of society, the development of the individual in society.

Next follow general conceptions of the religious development of children. Froebel says that in the family relation the child has a concrete representation of his relation to God. Hence children may well be permitted to share in family conferences, perplexities and devotions. It is well to let them have contact with grown life. This tentative suggestion, Prof. Cox enforced by example from his own experience of intimate family relations as a boy, and the sense of responsibility and trustworthiness thus developed. Should not the child have a sense of the burdens his parents are carrying, as a part of his education?

The child is first conscious of physical wants and satisfactions, as is early man. He has a corresponding sense of dependence, but this was satisfied in man by appeal to nature and nature worship arose, whereas the child is relieved of man's early struggle with nature; his parents supply his needs. Thus the child develops religion thru relation with persons, instead of nature. As his sense of the dependence on persons grows here comes the religious opportunity. The parent in his relations to the child, his answers to the child's questions, helps to form the child's world view. The philosophy of the child forms in the cradle. Conscience begins to function at six or seven. The parent represents moral law. He sees God in the form of his parent. Intellectual dependence and then ethical dependence develop. He gradually realizes that his parent works under law, as much under obligation as himself, so he realizes that God is beyond his parents. Children often worship, adore their parents. Then the family is found to be part of a larger community, and he finds the greatness of humanity and of God; he realizes life in its totality, and that it is found only with and thru God.

Dr. Coe recommended the following books as useful in this connection: Bushnell's *Christian Nurture*, Burton and Shaler's *Principles and Ideals for the Sunday School*, "Spiritual Life and the Psychology of a Mature Mind." Nicholas Murray Butler's "Principles of Religious Education," the "Proceedings of the Religious Education Society."

NEW YORK KINDERGARTEN ASSOCIATION.

REPORT OF THE SUPERINTENDENT.

CYNTHIA P. DOZIER.

IT IS not always possible to report unusual progress in the affairs of the Association. The work is now highly organized and specialized, with a fine body of chosen teachers and a most active Board of Managers. These make for steady advance along all lines, and each year sees us nearer the ideals of good educational work.

The distinctive feature of the year just closed, the thirteenth, was the initiation of an educational movement which should benefit not only the teachers of the Association, but all teachers and friends of education. The first step in this movement was the engagement of Miss Laura Fisher, of Boston, to deliver a course of thirty-six lectures on Kindergarten Programs. These lectures were open to all and were well attended. This course was the gift of Mrs. James Gayley, who has every reason to be gratified by the result. The course was particularly helpful to isolated teachers, to those who have none of the advantages of an organization, no touch with others engaged in the same work. Many of the guests at these meetings came in every Saturday from the country. The Association teachers were present, and gained much by the experience. At the close of the year Miss Fisher was engaged to give another course of lectures the following year. In addition to the lectures Miss Fisher, our teachers had the privilege of hearing Miss Blow on five lectures bearing on the theoretical side of their work. The expense to the Association of this course was greatly reduced and the interest much increased by having the co-operation of the Kindergarten Union, Froebel League, and the Alfred Corning Clark Neighborhood House.

Again, through the generosity of Mrs. Everett M. Culver and Mrs. Charles Howland Russell, the teachers had the pleasure of hearing the Young People's Symphony Concerts, and to Mrs. Edward G. Love we are indebted for tickets to the charming Franko concerts and many others.

In the early spring the Superintendent and teachers were much honored by a request from Mr. Richard Watson Gilder for points on "The Kindergarten: An Uplifting Social Influence in the Home and the District," this being the title of an address he was to give in Boston in July for the National Education Association. It is hoped that all who have not done so will read this address. It is to be found in the *Kindergarten Review*, also in the *Kindergarten Magazine* for September, 1903. Many of the incidents alluded to in the address occurred in the Association Kindergartens.

As is her custom at the close of the school year, the Superintendent sent out a request to the teachers for reports of any interesting occurrences in their Kindergartens thru the year. There was such a mass of material she found it difficult to condense it in a brief report. The following stories are told to show the effect of the training on the children and their recoil, which, after all, is the test of any system of education. In the Kindergarten great emphasis is placed upon the relation of the child to trade life—indeed, to all who make up the social whole. Visits are made to the blacksmith, carpenter, baker, and at Christmas to the toy shops. The following is an account given by one of our teachers of the visits made during the year—this is given as a typical experience: "So much has been said about the effect of the Kindergarten upon the individual child and upon the homes, that a few words of the effect and influence of the Kindergarten upon those in the community whom we have visited on our various excursions seems worthy of mention. Our first visit in the fall was to the baker, who with his assistants showed us the process of bread making and cake making. He was very much interested in the children, and especially in the fact that we wished them to see how the bread and cakes were made. He invited us to come again, and said he would do some special baking for us; but we were not able to go. The next visit was to Wanamaker's, just before the Christmas holidays. We took forty-six children. First we went into the rotunda to see the decorations, and then to the toy department, where the children were shown the different toys. Several of the clerks, with the permission of the head of the department, wound and set in motion a great many mechanical toys. During all this time the children were perfectly content to look at the toys. There was not one instance of a child touching or asking for anything that he

saw. This I think one of the strongest recommendations for the Kindergarten in developing in the child habits of self control, and respect for the property of others. We were told to come again and as often as we cared to. In the spring we wished to visit a florist's, where the children could see growing plants and flowers. The nearest to the Kindergarten is a small stand kept by an Italian. At first our visit was regarded as a source of amusement, but the children's interest and expressions of delight soon conveyed to the Italian that there was some serious motive for our visit. Just before leaving, one of the little girls picked up a flower that was lying on the ground and brought it to me. Several of the children noticed this, and with one voice exclaimed: 'Oh, Bessie picked a flower!' But the man had seen her when she picked it up, and said to me: 'It's all right; I threw it away.' And turning to Bessie, he said: 'You like flowers?' She said: 'Yes.' 'Then I will give you some; I will give you each one.' He then gave to each of the children a beautiful rose."

The following is, I think, the outcome of the Superintendent's talk to the mothers of our Kindergarten on neighborliness: "Calling upon one of the mothers not long ago, she told me that her children had told her that the mother of one of the children in the Kindergarten, who had been very ill and at the hospital for a long time, had been brought home, and that she would like very much to go and see her, because she felt that, even though she did not know her, she was the mother of one of the Kindergarten children, and the Superintendent had told them that they ought to know each other, and that that was one of the purposes of the mothers' meetings. The next day I went down and took her to see the sick mother, and it was a great delight to see how much pleasure each one got from the visit."

The following story is very significant, and will, we are sure, appeal to those who support this work: "Some time ago I took all our children to Jackson Park, near our Kindergarten. On the way home, walking in front of the line, I heard the children singing. Turning around, I found that the little band had stopped in front of a house where some smiling faces of old women and old men appeared at the open window. My children were singing to them: 'Good morning to the grandmothers, good morning to the grand-

fathers.' They had made up that song after the regular Greeting Song which we sing every morning: 'Good morning to the children, good morning to all.' I discovered a sign in front of the door that told me this was a home for old Jewish men and women. Then I asked the little ones if they would like to go and see their new friends in their house and sing some of our songs to them. They seemed delighted, and we entered the hall. We were met by the Superintendent, who welcomed us most heartily. After we had sung a few songs, which were vigorously applauded, one of the grandmothers asked me who were the supporters of this Kindergarten, mostly attended by the children of the Russian Jews of the East Side. I told her that the New York Kindergarten Association, mostly Christians, supported this Kindergarten and many others. No sooner had I said this than one of the grandfathers asked the thirty-six old people (the youngest was sixty-five years old and the oldest ninety-two) to rise from their seats and join him in a prayer for the noble Christian society that was doing such good work in our city.

"Soon after we had a celebration of Froebel's birthday in our Kindergarten, and I sent an invitation over to the home of our old friends to come to our party. They all came with the Superintendent, and the children were delighted to see them. We sang our Welcome Song to them, and they seemed to enjoy our games very much. They were interested to see how we had decorated 'Uncle Froebel's' picture, draped with our flag and a wreath of roses and lillies around the frame. Some of the children had even brought little flower pots, which they placed in front of the picture on a table. Before our friends left us, a little grandmother arose and said: 'I would like to tell these children something before I leave. We hope they may go on growing and developing more every day,

as these beautiful flowers.' At this moment an old man, who was leaning heavily on a cane, added: 'And that they be as happy and contented in their old age as we are.' After they had gone, one child said: 'They went, but they left their good wishes, *just like the fairies!*' We intend to invite our friends again before we close to come and see our garden of flowers and vegetables which the children planted themselves this spring."

At No. 10 Horatio Street the teachers have had some serious

problems in the children who are delicate in health and greatly neglected at home. One little chap, Tony Carlucci, was taken to the country by the Kindergarten, and her first duty was, of course, to bathe him. She asked him how his mother washed him, and he said: "She wash me wid my clothes on." The teacher says he came to her many times during the visit and said: "I clean, my clothes all clean."

Another teacher writes of Carlo, a much neglected child: "Carlo had been very ill before Kindergarten closed, and my last visit to him I could not forget. He looked so sick and weak, his little face, with his cross-eyes, kept haunting me. I felt sure the little fellow would not live thru the summer if he did not get away. I determined he should get some country air, and I mentioned his condition to one or two people here. To my surprise, the next day I received \$35 from friends for a fresh air fund. The children were gotten ready to go, and I went down to New York and brought them to Darien—ten Italians to stay ten days. Four were my Kindergarten children, and the others were their brothers and sisters, as this arrangement was thought best. I left them at the Fresh Air Home, having first made friends on a previous visit with Mr. and Mrs. Woods, who manage it, and are lovely Christian people. In two days I returned, and what greeted me I have not the power to describe; but ten more wretchedly unhappy creatures I have never seen—eyes swollen with weeping, voices hoarse from screaming, and general dejection met my eyes. It was so funny, too, I could not help laughing. The location is so attractive that it seemed as if any one would be content. I think the Kindergarten children would have been had not the older ones kept reminding them that they must go to sleep in the dark at night with no one in the bed with them, etc. However, they all had a beautiful time with me, and kept liking it more and more until when I went to them they hated to go. I felt so pleased to see how well Carlo looked; the change was quite remarkable. The mothers were very appreciative when I brought the children back."

In this same Italian quarter the children of the second division were taken to see the blacksmith. He was very kind, showing them the shoes, and shoeing a horse while they were there. On their return to the Kindergarten the children were given some

picture horseshoes to sew in outline; after they were finished the teacher cut them out and told the children they could take them home. When the time came to send the children home, three little Italians were missing; search was made for them, and they were found coming out of the blacksmith's shop, and the blacksmith himself bursting with joy over a present of three paper horseshoes.

So often our teachers are the recipients of little gifts from the parents, and these they receive most graciously, because they realize the sense of gratitude these mothers have, and their desire to show their appreciation. This is a Christmas story illustrating the point: "One of our families, who live in one room of the basement of a rear tenement, showed appreciation of our work with little John by sending us each an empty handkerchief box. These boxes the mother makes for a living at seventy-five cents a hundred. She does this to support her family of three boys, as the father has paralysis."

One of the children who had gone to school came back to see the teacher and tell her of her new life. She said: "In school when you are good you get a blue ticket, and in Kindergarten when you *work* you get a book; *blue tickets is easy*, but you must be good and busy, too, for a book." In the same Kindergarten there was a little boy who came very irregularly. The mother, when asked about this, said: "I beats him awful to make him go, *but he is a born loafer*." The Kindergarten said that for a long time the Kindergarten seemed to have no attraction for him, and every little while he would say: "Is it time to go in the street?" Gradually his interest was aroused, he was asked to help the teacher, he saw what the other children accomplished, and at last accounts he was coming regularly; but the most important point in this episode was the attitude of the mother and the work laid out for the teacher in this direction.

Another teacher whose work is in a most difficult neighborhood, largely Italian, writes: I have four mothers whose children have left the Kindergarten who keep on attending my mothers' meetings. One of them gave me five dollars for our picnic. Of course, she is in better circumstances than the rest, but she lives in a very plain way and works hard. She requested me not to tell the others, as she feared they might think she held herself above them. I

expect to have a larger list of outside mothers next year, which will entail more outside visiting. You asked me some time ago to write out for you some of the things I did for my people outside of my Kindergarten work. There are other teachers who do more than I, especially those who teach in the Settlements. After vainly trying to persuade Mrs. Bricea to take Louis to have his hip examined, I took them both to the Post Graduate Hospital and went with them every time he had to be treated. She had not the courage to go alone. I visit at the homes of children who have left the Kindergarten, especially if there is sickness or death in the family. I have shopped for mothers who were too sick to go out; gave one child who was not well enough to go to school lessons in primary work for six months, so that she would not be behind the other children who left the Kindergarten when she did. I made a (handsome) velveteen bonnet for Jerry's grandmother. She had just come from the hospital, where she had been laid up with a broken collar bone, and I asked if I could do anything for her. To my surprise, she said she would like a bonnet, and I thought she was justified when she showed me her old one. She did not want one of the 'horseshoe' bonnets, and I was quite gratified that what I made was satisfactory."

In the Twelfth Annual Report the Superintendent told the story of a garden; the sequel was so interesting, she ventures to repeat the story as it came from the teacher: "The yard where our garden is was used all summer by the roughest boys for a ball ground on certain afternoons; on other afternoons all the neighborhood of children used it for games and swings. But in spite of all this the garden survived and the interesting spot was respected, and many enjoyed picking the flowers as they bloomed—so we were told on our return. We raised, from the seed, squash most successfully, corn, plenty of radishes, which we ate, and also sent some radishes, morning glories and nasturtiums to Dr. Stone. The children watched me make the tiny furrows, and they and I planted the seeds; yet they always looked doubtful and quizzical when we picked the vegetables that had grown from them, though they waited for the first tiny green sprouts and watched them grow. When we proposed a garden every one discouraged us, and the mothers said: 'Never would those bad boys leave it be.' We met

those boys on both sides of the fence, and often while they were scaling it we never lost our faith in them *to them*. We invited them into the Kindergarten when we were mounting work, and we were in our most beguiling moods always with them, and we think that we won."

Another writes: "It has been our actual experience to pull up radishes and pick beans from our garden." Two packages tied with ribbon and wrapped in tissue paper found their way to the Superintendent's desk in June, with the compliments of the Frances Dana Walcott Kindergarten, being the product of their garden.

Another writes: "We expect to have our own pumpkin and squash seeds for nature work in the fall." She tells me the following story: "The baby of the Kindergarten, just three and a half years old, lived this spring thru her first experience of seed sowing, and was so impressed by it that she went home, pulled some forget-me-nots from her best hat and planted them in a little bit of earth, possibly thinking to provide flower wreaths for the family."

The Francis Minturn Memorial Kindergarten, which has by far the most neglected children in attendance, had the whole year most beautiful and generous gifts of plants and flowers from Mr. S. Levy Lawson, whose son and daughter have been so active in brightening the lives of these little ones. Miss Adelaide Lawson gave them another May party last spring, and the father was so struck with the children's delight in the grass in the park, and their hunger for flowers, that he told the teacher to get plants and flowers for that Kindergarten and send the bill to him.

The Superintendent hesitates to relate the following story, and yet it illustrates so well the poverty and degradation of these little children, it may serve a purpose: "When the Kindergarten opened in September, 1902, we had with us two children whose home was down in a cellar. When given some seeds to play with, the boy, Phillip, made three rows of brown seeds; the first, he said, were bed bugs; the second, cockroaches; and the third, lice. He knew nothing else to make. When shown a picture of some birds on a branch of a tree the little girl said they were rats. About two weeks ago the little girl came into the Kindergarten hugging something up in her arms carefully covered with her dress. When I asked her what she had she showed me a little tin pail filled with pebbles, and

sticking up in the middle was a piece of hay. She had tried to plant it, and she told me it was her 'fower' (meaning flower).

The beginning of the neighborhood spirit, noted in last year's Report, became a great and splendid factor in our work, reaching out and including Kindergartens and their constituencies not belonging to the Association. Many joint meetings were held, and a strong bond established between these heretofore strangers. At one of the joint meetings of our own Kindergartners there were three hundred people present. "As you could not come to our entertainment at Grace Chapel the other night, I am sure you will be interested to hear about it. It was really a great success, and I do wish that you could have been with us. You know we invited all the mothers and fathers from Miss Schell's Kindergarten in Bleecker Street, and from Miss Wallace's Kindergarten in Horatio Street; grandfathers, aunts, uncles, and, of course, many children came as well, and we had three hundred in our audience. I was particularly glad to see so many of the fathers, for we have few chances of meeting them. It was a very interesting sight, almost every nation represented, and it was good to see their enjoyment and the friendly social greetings everywhere. As for our entertainment, we had a really good program. Messrs. Coward and Lamb, of the Strollers' Club, gave recitations and sang for us, Mrs. Libby told some very funny stories, and Mr. Plunkett made every one laugh with his coon songs. Miss Knight's whistling and Miss Schell's dancing completed the program. Miss Lyon unfortunately was ill, and could not sing for us. We served ice cream and cake at the end, and then had time for a few words with each as they said good bye. It was very gratifying to hear their expressions of thanks for the pleasure they had, and I am sure that the general interest in the Kindergarten, and in our work, was very much added to by this union meeting."

The need for more Kindergartens is very pressing. There is an appeal from Thompson Street, a very poor Italian quarter, and the need is great. Little children are there on the streets in swarms. The rooms are offered rent free. Two of the old Association Kindergartens had the good fortune of opening in beautiful new rooms, one in the East Side House Settlement, and the other in the Henry Street Settlement (Nurses Settlement).

Only five of the twenty-three Kindergartens are now without a milk supply, and we hope that some generously disposed reader of this report will offer to give it to one of these. To furnish milk and crackers for fifty children for one year costs about One Hundred Dollars.

One of the most gratifying incidents of the year was the opening of a new Kindergarten in the San Salvatore Mission, a very poor Italian district, the gift of Mr. C. Adolphe Low. Thru some change in the policy of the management of the West Side Neighborhood House, the Kindergarten was taken from the control of the Association.

It has been a source of great gratification to the Association to have the interesting and flattering report of the Kindergarten Committee of the Anne Brown Alumnæ Association.

At the close of the course of lectures given by Miss Fisher, the teachers of the Association gave a tea in her honor, inviting all the guests who had attended the lectures as well. In June the Superintendent gave an informal tea to all of the teachers at her home.

Next in importance to the constant and insistent need for more Kindergartens comes the necessity for a building for the New York Kindergarten Association, which should become the center of all the Kindergarten interests in New York. Such a building would pay as an investment, and would add great dignity to the work of the Association. There is no place for what has grown to be the large assemblages of the teachers of the Association, to say nothing of the great need of a room which will also accommodate their guests. The offices are badly situated, and there is literally no place in this greatest city of America where a Kindergarten convention could be held, with the associations and appliances of this work. Educational life and educational events are of too little importance in this great center. Who will start the ball rolling?

A TWENTIETH CENTURY ROUND TABLE.

A department open to the informal discussion of questions of importance to all practically interested in the nurture of children, whether as kindergartner, parent, grade teacher, or Sunday-school teacher.

DESULTORY PROGRAM SUGGESTIONS.

In January, leading from the outgoing spirit engendered by the Christmastide, many kindergartens will proceed to the different trades thru which we realize more and more our dependence upon each other, and our daily renewed sense of love and gratitude to our innumerable helpers. If the cobbler is your subject we recommend for your own information a reading of that wonderful little story, by Russia's shoemaker-seer Tolstoi, "What Men Live By," with its angel shoemaker. Revive, also, your recollections of good old Hans Sachs, the cobbler poet of Nuremberg. Born in 1494, and well educated for his time and class, he was apprenticed as a boy of fifteen to a shoemaker. He served the usual seven years, the first two as apprentice; the remaining five years, as was customary, as journeyman, traveling to Passau, Salzburg, Leipsic, Lubeck and Omabruich, working in each under a master's supervision and finally attaining to the rank of master himself—the master shoemaker. The man who made good shoes also made good verses. And soon after he had settled in the now quaint old town of Nuremberg he reorganized and imbued with new life the decaying order of the Master-singers. The guild of singers, like the trade of that period and the professions of today, required several stages of apprenticeship before the rights of mastership could be assumed, and Hans Sachs was the most accomplished and best beloved of his contemporary singers. Six thousand poems, fables, parables, tragedies, comedies has he written. Living in the stormy days of the Reformation, he became an earnest, tho liberal-minded Protestant, and many of his verses, with a quaint humor, free from all bitterness, express his views of prevailing wrongs and weaknesses. He died in 1576, to the last a maker of shoes and also of rhymes and of musical compositions, such as his age approved. In Wagner's delightful comedy opera *Die Meistersänger*, we are given a charming portrayal of the man and the times, and the cut and dried regulations of his musical world.

It should be interesting to older children to learn that in the old days a man, to be a master cobbler, must serve a seven years'

apprenticeship, five of which were spent in traveling to learn of other master shoemakers. The kindergartner will be interested to recall Froebel's ball game, which illustrates the progress from apprenticeship thru the *Wanderjahre* to mastery. (See Pedagogics.)

While reviewing Christmas joys and memories of Christmas trees and chimney stockings tell of the wooden shoes in which the children of Holland expect to find their gifts. These have first been well scoured and then filled with water, oats and barley to refresh the white steed of the good St. Nicholas, who brings them their presents three weeks before the 25th.

If possible, show a pair of these shoes and tell of the many ways in which the children find them useful—sometimes using them as boats, or in a pinch, for a drinking cup. Lead on to our own shoes and make a visit to a neighboring cobbler.

Have the children model the home of the old woman who lived in a shoe and fill it with small clay dollies.

Make doll's slippers of leatherette.

Cut shoes from catalogs and paste series for baby, sister and brother and parents. Cut free hand.

Ask how many children can lace or button their own shoes? Put on baby's? Can clean and polish them? Can sew on buttons? Name parts of shoe. Can you walk in them quietly across the floor? Remove them if mamma is taking a nap. Many kinds of shoes—different material for different uses. In early sixties ladies would buy soles of the cobbler and with a little kit of tools make their evening shoes of same material as evening dress.

Pleasure of good shoemaker in knowing his shoes would protect a child from cold and damp. Value of punctuality. Show the picture of the flood, the chickens floating in the wooden shoe.

It is interesting to note how frequently the shoe figures in fairy-tales and folk-lore. Here we find the "Seven League Boots," "Cinderella's Slipper," "Puss in Boots," "Goody Two Shoes," "Little Betty Blue," Hans Andersen's "Shoes of Fortune" and his "Little Red Shoes," and "The Girl Who Trod on a Loaf," and "Stella's Slippers," by Bryant, also the "Mother Goose" rhyme—

"March, march, two by two,
My little sister lost her shoe."

An old English game is played to the refrain:

"Cobbler, cobbler, mend my shoe,
Have it done by half past two."

The players sit tailor-fashion in a circle on the floor, one in the center, whose business it is to catch the shoe. This is passed from player to player beneath the raised knees, and occasionally tossed across the circle when center's back is turned. Try it. The music will be found in *Singing Games*, compiled by Mari Ruef Hofer.

Those who take up the Tick-tack Mother Play for a January subject will find the true story of a family clock in the *KINDERGARTEN MAGAZINE* for December, 1902. It not only suggests the clock's services in regulating and systematizing our little daily duties and recreations, but gives a feeling of the onward sweep of time, its eternal rhythm in daily, weekly and annually recurrent periods.

The Children's Playhouse, the Evolution of the Kindergarten, described by Mrs. Term in the November number, was made the subject of discussion at a conference of the Queens County (N. Y.) kindergartners. We hope the epaper and that of Mrs. Menken in the December number will lead to much self-active thinking in the kindergarten world.

FUN AND PHILOSOPHY OF HANS ANDERSEN'S FAIRY TALES.

Between the acts of the play, in Denmark, it is customary, instead of our usual orchestral interlude, to have some clever actor come forward and relate to the intensely interested audience one of the good old fairy tales. For this purpose none are better suited than those of Hans Andersen. On January 12 Chicago audiences will have the rare opportunity of hearing these tales of a master discussed and interpreted by an Englishwoman, Marie L. Shedlock, who has studied well the fairy tales of all countries and has made a specialty of Andersen's. Three kindergarten training schools have considered it worth while to bring Miss Shedlock to Chicago to give this lecture. Her work is presented in the belief that almost all grown people love their play hour quite as heartily as children do, and there can surely be no more charming form of merry-making than an hour spent with the very master of fairies and in company with one who like Miss Shedlock interprets so delightfully the subtlety and beauty of Andersen's fun. We all feel that true humor is one of the brightest and warmest influences of any that nourish our lives, and even apart from its charm it rarely fails to add proportion and perspective to our daily experiences. If laughter is indeed a sign of the highest mental development, it is because what we laugh at and how we laugh is one of the tests of character—a test that Andersen never abuses and in which he does not mislead. The following is an outline of the lecture:

Reason why Andersen should be interpreted by the dramatic artist.

The negative quality of Andersen's work, the absence of cheap wit. His unfailing artistic instinct.

Remarkable power of bestowing life on inanimate objects.

His power of bestowing speech upon animals. Comparison with Bidpai and with one Andersen's modern followers in the "Pot and Kettle" school.

The complete absence of cynicism or sarcastic criticism in all Andersen's work. The quality of his stories. His personal attitude towards criticism.

Elements of religious feeling mingled with superstition in Andersen's writing.

The mythological stories.

The character of Andersen's philosophy as found in his work. His dramatic feeling.

The charm and helpfulness of his gentle humor and pure imagination.

The telling of tales.

The date and place are Tuesday, January 12, at 4:15 p. m., Recital Hill, Auditorium building. (See advertising pages.)

On January 9, under the auspices of the Chicago Kindergarten Club, Miss Shedlock will give a matinee for children, giving, in guise of a fairy godmother, the following program:

1. Dream, introducing a little Green Fairy.
2. Devonian Legend of Tulips *Anon*
3. Snejowska *Russian*
4. Jack the Dullard *H. C. Andersen*
5. The Caterpillar and the Butterfly..... *Elizabeth Harrison*
6. The Princess and the Pea..... *Andersen*
7. The Wolf and the Kids *Grimm*
8. The Tiger, the Brahmin and the Jackal—Indian Stories.

There are a few pleasures that make so close a bond between children and grown people as the simple sharing of a story—such a story as the world loved in its own childhood and has learned to love still better thru the work of great men and women who in later years have returned in imagination to the spirit of childhood. It is especially hoped that mothers and grandmothers will come with the children into Fairyland for a brief afternoon.

PICCANINNY.

It was one night in the latter part of the Christmas vacation. The full moon was shining in the kindergarten windows, lighting up the rows of lonely little chairs pushed back against the walls, and glittering on the glass doors of the cupboard where the gifts in their dust-powdered boxes awaited the magic of tiny fingers again to give them the forms of life. In the corner of the window sill behind a flower pot lay Piccaninny, the rubber kindergarten ball, where he had rolled after the games on the last day, to escape being shut up all the two weeks in the close cupboard.

You may think it strange for a ball to have a name, and such a queer one at that, but Piccaninny was not a common ball, at least

so thought the children who played with him. Besides, he had a perfect right to his title, for he was blacker and could play more capers than any young one of his color.

But Piccaninny was very unhappy during the vacation. He missed the clasp of soft little hands and the admiring glances of bright eyes that used to follow him as he rolled proudly from one side of the circle to the other, or bounced gaily in the center, the children vainly trying to imitate his nimble movements. Ah! those were happy days, and Piccaninny wondered if they would ever return.

Still, he was not feeling as lonesome as usual tonight, for he had the moon to look at. It was round like himself and its light was mild and soft, not at all like the blazing, blinding glare of the sun. Piccaninny kept staring at the big golden ball in the sky until he began to feel queer, as they say some people feel who gaze a great deal at the moon, and finally he rolled out from behind the flower pot and down to the floor, making directly for the circle where he used to play with the children. He rolled around the outer circle then around the inner, afterwards taking his position in the center, where he bounded up and down several times and went up so far that he touched the ceiling and came down faster than he went up. This was great fun for Piccaninny, who loved, above all things, to be constantly moving, but he was also very sociable, and soon tired of playing alone. He went over to the cupboard to see whom he could get to join him in his play. He decided right away that he would not ask the cubes or the oblongs, or any of those angular creatures, for they were all too awkward in moving about. He thought of calling out the wooden balls and cylinders, but the former were noisy fellows who didn't know how to bounce, and the latter could roll in only one way. Then Piccaninny glanced at an upper shelf and there was a lot of balls dressed in all the colors of the rainbow, the very balls he had seen bounding around on the tables, but had never noticed on the floor. Here were playmates after his own heart, and Piccaninny made a funny little spring at the cupboard and the glass door flew open and down came the pretty balls, falling with soft thuds to the floor where they surrounded their dusky companion. Piccaninny quickly led them over to the circle, and then, in that quiet moonlit

room, began such fun as was never seen in that kindergarten before. Those frolicsome little balls rolled around in one ring, then in two, whirling first to the right and then to the left; they bounced up to the ceiling and bounded across the tables, and made the oddest little shadows on the walls. With Piccaninny as a center, they formed six and eight pointed stars, looking just like beautifully colored flowers gently blown in the wind. Afterwards Piccaninny led them around the room for a march, or rather a roll. They went one by one, two by two, three by three, and four abreast, forming Greek and Roman crosses and so many pretty figures that you would wonder how one little ball could learn them all.

Not noticing that the light was growing dimmer, Piccaninny was about to start on some new frolic when the moon disappeared from the window, and the kindergarten became dark as midnight. This, of course, stopped Piccaninny's fun, and will, perhaps, explain why, on the first day of the kindergarten, the children found their cherished black ball and his gaily-dressed little friends hidden away sheepishly under the piano.

LUCIE KARNES.

KINDERGARTEN PROGRAM OF THE MILWAUKEE STATE NORMAL SCHOOL.

THE CHRISTMAS TOYS.

MONDAY. *Circle Talk.* Recital of the children's Christmas and vacation experiences. Santa Claus experiences. What he brought the different children. The Christmas tree the children saw, described. The church services.

Table Periods. Free representation of Christmas experiences. Painting Christmas tree.

TUESDAY. *Circle Talk.* The other holiday that came during the holidays. The New Year, and what it will bring. (Cannell's Outlines, p. 71.)

Table Periods. Cutting and mounting the figures 1904, which have been drawn for children, on sheet to be used for January calendar. Building the church in which the Christmas services were held, with large blocks or appropriate gifts.

WEDNESDAY. *Circle Talk.* The Christmas toys classified on the basis of the material from which they are made, as wood, iron, paper, rubber, etc.

Table Periods. Work on January calendar continued. Drawing objects made of iron.

THURSDAY. *Circle Talk.* The toys made of iron recalled. Other things made of same—in room, at home, etc.

Table Periods. Exercises with rings of eighth gift. Making stove and kitchen utensils from third gift and Hailman beads.

FRIDAY. *Circle Talk.* The store where things made of iron are sold. Experiences of children who have been in a hardware store.

Table Periods. Cutting tools bought at store. Modeling flatiron or other object made of iron.

SONGS AND GAMES FOR WEEK. Christmas songs and games, and winter songs

and games continued. "A New Year's Greeting" (Holiday Songs, p. 2).
 "Doll Song" (Holiday Songs, p. 98).

REFERENCES: Stories of Industry, Vol. 1, Great American Industries. Murche's Science Reader, Book II.

WHERE THE IRON COMES FROM.

MONDAY. *Circle Talk.* Things made of iron recalled. Excursion to a blacksmith shop to see how horseshoes are made.

Table Periods. Time occupied with excursion. Free representation of things seen in the blacksmith shop.

TUESDAY. *Circle Talk.* The things seen in the blacksmith shop recalled. The forge; the anvil; the bellows; the hammer. How the blacksmith made the shoes.

Table Periods. Modeling an anvil or a hammer. Cutting horseshoes.

WEDNESDAY. *Circle Talk.* Where the blacksmith gets the iron to make the shoes. Specimens of iron ore shown. The miners who dig the ore out of the ground. Pictures of miner, lamp and shaft house shown.

Table Periods. Building shaft house with large blocks or appropriate gift. Modeling or cutting miner's pick.

THURSDAY. *Circle Talk.* The miner's work underground. Story, "Two Little Explorers" (Child Garden, Vol. V, p. 344).

Table Periods. Free representation of story. Making train that carries the ore from the mine, with large blocks or appropriate gift.

FRIDAY. *Circle Talk.* How the iron is taken away from the mine. Pictures of ore cars, ore trains, etc., shown. The smelting furnace to which it is taken.

Table Periods. Cardboard modeling of ore car. Second gift exercise, using cylinder as pulley for hoisting ore.

SONGS AND GAMES FOR WEEK. Dramatization of blacksmith's and miner's work. "Song of Iron" (Gaynor, p. 14). "Down in the Deep, Deep Mine" (Kg. Mag., Vol. VIII, p. 475). "The Miner" (Child Garden, Vol. IV, p. 71). "The Blacksmith" (Gaynor, p. 16).

OTHER THINGS THAT COME FROM THE GROUND.

MONDAY. *Circle Talk.* The process of getting iron recalled. Smelting of a small quantity of lead in kindergarten, to show children that metal can be reduced to liquid form by applying heat.

Table Periods. Time occupied with experiment. January calendar continued.

TUESDAY. *Circle Talk.* The smelting of lead in kindergarten recalled. How iron is smelted. The things made in an iron foundry. Stories by Brownie Bump (Child Garden, Vol. V, p. 112).

Table Periods. Building a foundry with large blocks or appropriate gift. Modeling some object cast in an iron foundry.

WEDNESDAY. *Circle Talk.* Other things that come from the ground and are smelted like iron—gold, silver, tin, etc. Things named that are made of each.

Table Periods. Illustrating rhyme "Baby's Napkin Ring" (Kg. Rev., Vol. VIII, p. 422). Testing children's knowledge of the different kinds of metals from specimens.

THURSDAY. *Circle Talk.* Story of Baby's Mug (Nursery Stories, Poulson).

Table Periods. Drawing articles seen in a jewelry store. Cutting and mounting a picture of a watch.

FRIDAY. *Circle Talk.* "Story of the Tin Soldier" (Child Garden, Vol. V, p. 112).

Table Periods. Cutting pictures of soldiers. Free representation.

SONGS AND GAMES FOR WEEK. Dramatization continued. Sense games. "The Tin Soldier" (Neidlinger, p. 31).

RUBBER TOYS.

MONDAY. *Circle Talk*. The different materials from which the Christmas toys are made recalled. The balls—what made of? Other toys made of rubber—dolls, dogs, etc.

Table Periods. Modeling rubber doll. January calendar completed.

TUESDAY. *Circle Talk*. Other things made of rubber. The children's rubbers and mackintoshes, hosepipes, water bottles, etc. Experiment, pouring water into cloth bag and into rubber bag, to show that water will not pass thru latter. Why we wear rubbers.

Table Periods. Exercise with rubber balls and sphere of second gift to show characteristics of each. Form or number exercises, according to children's need.

WEDNESDAY. *Circle Talk*. Where rubber comes from—not from ground like iron, silver, etc., but from sap of tree, like maple sugar. Rubber plant shown, if possible. Pictures shown if real plant is not obtainable (Kg. Stories, pp. 137-139).

Table Periods. Painting picture of rubber plant. Form or number exercise continued.

THURSDAY. *Circle Talk*. "Story of Kitty Caoutchouc" remodeled (Kg. Stories, p. 139).

Table Periods. Making doll poster or set of paper dolls. Form or number work continued.

FRIDAY. *Circle Talk*. "Story of Baby's Playthings" (Nursery Stories, Poulson).

Table Periods. Doll poster continued. Illustration of above rhyme.

SONGS AND GAMES FOR WEEK. "The Toy-man" (Holiday Songs, p. 84). Sense games. Lunabies. "Six Little Puppies" (Neidlinger, p. 48). "The Toyman and Maiden," and "The Toyman and Boy" (Blow, pp. 140 and 144).

REFERENCES. Cyclopaedia of Chemistry, Vol. II, p. 198.

NINA C. VANDEWALKER.

The wide-awake varnish man is a subscriber to *Varnish*—the successful jeweler takes the *Jewelers' Weekly*—the upto-date mining expert is a subscriber to *Mining and Metallurgy*—the progressive dressmaker take *Art de la Mode*—and the up-to-date kindergartner should profit by their example. Do you take the KINDERGARTEN MAGAZINE.

DOINGS OF KINDERGARTEN ASSOCIATIONS.

GENERAL KINDERGARTEN UNION—SEAT: EISENACH, THURINGIA, GERMANY.

REGARDING THE FUTURE FROEBEL-HAUS.

Our members have received, in the report No. 43-44, the account of the treasurer regarding the building fund, of moneys received and spent, as also in regard to the receipts and current expenses for the Froebel Museum. Both accounts had been accepted at the meeting of June 2, 1903.

Further the members were advised that since the seat of the Union had been removed again to Eisenach and been incorporated by the Government of the Union-Register, that the members admitted to vote had finally decided in behalf of the steps to be taken in the future in regard to the Froebel-Haus and the Froebel Museum. The non-resident representatives empowered the acting committee to prelimate these steps, which has been done since the meeting at Pentecost.

It must be said in regard to the following proposition that the committee is of the opinion that the Museum should not be separated from the Froebel-Haus but should be an important feature of the same as it had been planned from the first. The Museum contains manuscripts, objects in memory of Froebel, and original manuscript of Froebel taken care of by the chairman since many years, collected, presented and confided to her care by friends and relatives of Froebel and also handed over to her by the guardians of the late Frau Louise Froebel (who had been her teacher and friend since the year 1853). All this could not pass over conditionless into other hands nor could this be separated from the Froebel-Haus without destroying the connection entire.

When seeking to make Blankenburg—the cradle of the kindergartens—to be the place for the Froebel-Haus and recreation home for such kindergartners needing rest after long and faithful professional work, we were filled with the thought that Froebel had lived in that place, laying the foundation for a “Science for Mothers” and that here his entire system had been founded, taking the spontaneous activity of the child and the instinctive life of mother and child for a starting point of his system. Thus the place seemed to be “sanctified,” and in reality is so—the spot where Froebel lived when giving to the world the ripe fruit of his creation. *Here*, we believed, that his faithful followers would, in the evening of their lives, love to walk, the place being filled with so many sacred memories of the master. Experience has taught us, however, that these “plans,” ideal as they may appear to be, are practically an impossibility. Blankenburg is too isolated, and the kindergartners in need of recreation would scarcely find communion with others, and in winter they would be “cut off” from much spiritual intercourse.

These are the “facts” to be weighed seriously. Besides this, the committee holds the view that the Froebel-Haus should be erected in that place where is the seat of the Union. The reasons for this are:

1. The committee, living in Eisenach, will, of course, take a greater interest and “part” in the administration of the Haus. As mentioned before in

the records 43-44, no committee could be formed at Blankenburg because of the *lack* of members, and consequently the Union could not be incorporated.

2. The *one* aim—to combine with the Froebel-Haus a *home* for kindergartners needing “rest”—points to Eisenach as the most appropriate place, offering great comforts by its surroundings; and in its intellectual life it offers many inducements because of its position at the central point of various railroad lines.

3. The connection existing in the memory of Froebel in Blankenburg ceased to be with the year 1844, when the first kindergarten closed for “lack of means.” Froebel himself did not return there, for he intended to open a training class for kindergartners in Eisenach (see correspondence with H. Von Arnswald, 1845-47), and the “plan” for this was ready in 1847—a house had been chosen and the kindergarten of Dr. May had been placed at his disposal. The revolutionary years of 1848-49 induced Froebel to seek a place removed from political influences. In the winter of 1849 he went to Liebenstein, destining this place for the execution of his plans; and early in the month of May he settled there. However, he was unable to remain in the hotel or farm, and, applying to the government of Meiningen, he was enabled to rent, for a small sum, the upper floor in Marienthal, near Schweinau. Here he resided during the last two years of his life.

Neither Oberweissbach, where he was born, nor Keilhau, where the institution for boys founded by him is still in existence; or Blankenburg, where the first kindergarten existed for so short a while; nor Liebenstein or Marienthal can be reached so easily as Eisenach, where he dwelt so frequently and where the oldest kindergarten and several others exist up to date.

4. For the Froebel Museum unquestionably a larger place than the above named would be needed in order to make the same accessible for study to the members of the General Kindergarten Union and to the Froebel friends of Germany and foreign lands, the more so as it can be foreseen that the Museum will be sought by pedagogues and other scientific men. Therefore it has been decided at the committee meeting of October 16 to ask all those persons who by means of collections and contributions have shown their interest for the Froebel-Haus on the foundation of this explanation and the circumstances and conditions, whether they will give their assent to the “plan” of building the Froebel-Haus in Eisenach and are willing to continue to help furthering the building of the same as they have done heretofore. The majority of assents will enable us to move on and to continue the collection with renewed energy; for not only is it desirable and necessary that the realization of the “recreation home” is not too far distant, but also that the Museum may gain in space, so that its treasures, when exhibited to the visitors, may be well surveyed, as also to complete the library connected with this.

5. The argument that the Union in the year 1899 had the prospect of obtaining “real estate” by favor of the magistrate at Blankenburg has failed because of the condition connected with it—to commence building the Froebel-Haus within the two succeeding years. This “term,” in spite of

all efforts on the part of the Union, has expired; and more than ever the committee are eager to settle upon the proper place to carry out the plans.

Therefore, the General Kindergarten Union being the owners of the collected moneys of the Museum, the committee hopes that the individual members will display a lively interest in the plan regarding Eisenach.

To the above particulars we will further add that the chosen place is also the home of the president, who will be enabled to devote her time and energies to the furtherance of the same. She is the founder of the Union, and has given the inducement for building a Froebel memorial house, as also for a collection of Froebel's writings, etc. Froebel's relatives and the guardians in Hamburg have sustained her in this, and thus we hope that her favorite desire may be realized, that from all a willing assent will be given. Should anyone do homage to the proverb, "Silence is assent," then each and every omitted answer will be regarded as an "assent." Answers in writing, however, are requested to be recieved by us *not later* than January 31, 1904, and such have to be addressed to the committee in Eisenach.—ANNA SNELL, JENA, representative chairman, by request of the committee

After a full canvass of the situation the Executive Committee of the U. E. A. deemed it advisable for all the interests of the Association to hold the convention in 1904 in St. Louis, and so decided by a unanimous vote at a meeting held in Chicago November 9.

The great promise of the Universal Exposition; the generous provisions for the educational exhibit; the well-grounded assurances that it will be the largest, best selected and most representative educational exhibit yet gathered at any exposition; and the certain benefit to teachers which will follow a careful study of such an exhibit, as well as the other features of the exposition, were the leading considerations which determined the action of the Committee. The exposition authorities and the various educational and business organizations of St. Louis have united in tendering to the officers of the Association the most liberal assistance and facilities for the work of the convention and for the comfortable and economical entertainment of the members.

It is proposed to modify the usual plan for the meetings by making the various features of the exhibit the chief topic for all papers and discussions. The presence and co-operation of eminent representatives of foreign educational systems are assured to assist in comparative and thoro studies of the exhibits which will be the prominent feature of the convention.

It is proposed to hold a meeting of the Department Presidents in St. Louis about January 1 to formulate plans for the convention programs. The dates for the convention are not yet determined; three dates are proposed, and the Executive Committee invite an expression of opinion by the members of the Association as to the most acceptable dates, viz.: June 28 to July 2; July 5 to 9; or July 12 to 16.

For the Executive Committee,

Irwin Shepard, Secretary.

THE HELENA KINDERGARTEN COUNCIL offers the following interesting program to its members:

October 19. The Kindergarten—Its Aim, Principles and Practice. Its

Present Status. Not a Separate Institution but Part of the Public School System. Essential Relation to Primary Work.

November 16. Games—The Play Impulse. Philosophy of Play. Its Significance.

December 14. Recent Educational Literature. Book Discussion—"Evolution of Dodd," "Education of Man," "Symbolic Education."

January 11. Rhythm, Song and Story. Their Use and Value. Mode of Expression. High Standards.

February 8. The Value of the Kindergarten in the Community. The Ethical and Religious Import of the Kindergarten.

March 14—Environment and Heredity. Importance of Knowledge of Physical Condition of Children. The Abnormal Child.

April 11. Value of the Positive Rather Than the Negative in Work. Cultivation of Habit; Its Definition and Value.

May 9. Some Objections to the Kindergarten. Intelligent Criticism. A Year's Work in the Kindergarten. A Suggested Program. Relation of Practical Detail to Central Aim of Work. Freedom from Formalism.

Nearly 100 guests assembled Friday evening in the parlors of the Pollock Institute to celebrate the birthday anniversary of the late Mrs. Louise Pollock. The parlors were beautifully decorated with autumn branches, chrysanthemums, and grasses. Mrs. Belva Lockwood read a poem, adapted from Charles Coleman Stoddard, which paid a beautiful tribute to the pure life and good work of Mrs. Pollock. A prelude in C minor by Rachmanoff was finely rendered by Mr. Edwin Hughes, and vocal solos by Miss Inez French and Mr. Dunning, of Paterson, N. J., were enjoyed. A "story in paper-cutting," appropriate to the Thanksgiving season, participated in by all, caused much merriment. Miss Minnie Dougherty, of Baltimore, gave Froebel's "Song of Taste" at the request of the mothers present. At the close of the exercises dainty refreshments were served. On Wednesday, November 4, at 3 p. m., Miss Ulla Pollock will give at 1426 Q street northwest a Delsarte talk, open to all.

The regular monthly meeting of the St. Louis Froebel Society was held at the High School Auditorium, Saturday, November 28. Mrs. Everett W. Pattison lectured, the subject being "If Eyes were Made for Seeing." The lecture was illustrated by stereopticon views of beautiful spots in and about St. Louis. Some ideal places for children's outings and play grounds were shown, and the speaker strongly advocated interesting the children in beautifying our city for the coming Fair by work in the yards and gardens.

Miss Lucy E. Browning has recently given instruction in Swedish games to the students of the kindergarten department of the Milwaukee State Normal school and to the city kindergartners. She had her specialty admirably in hand, directing fifty in one group and one hundred in another with greatest ease and efficiency. The gymnasium director says these games are the best set that have come to her knowledge.

The kindergarten and seven grades of the Sixth and Chestnut Private School, Pine Bluff, Arkansas, are accredited by the public schools of the town. It is pleasant to hear of this relation between public and private schools. The principals are, Mrs. M. C. Jones and Miss Callie Jones. The kindergartener is Miss M. T. Allen.

The Woman's Club Kindergarten Association of Houston, Texas, publishes an interesting little catalog, outlining its work in the past and to come, including a list of eighteen books which it recommends to those who wish to acquaint themselves with the meaning of the new education.

BOOK NOTES.

THE FUTURE OF WAR. I. S. BLOCH. We reviewed some months ago Sumner's eloquent and convincing addresses on War with their irresistible appeal to the sympathies and professed Christianity of the reader. This later book of Bloch's addresses itself peculiarly to the sound judgment, the business sense, the economic mind. Jean de Bloch, we learn from the biographical introduction by Edwin D. Mead was a Polish Jew who rose from being a peddler in the streets of Warsaw, to the position and influence of a baker, railroad manager, economist and financier. He had unusual opportunities for observing conditions, and thoughtful and patriotic in the truest sense, he made notable use of his advantages. The result was a monumental work in six volumes of which this one, the sixth and last, is a kind of summary. In the first chapter he discusses how in the future war will be waged on land, going into detailed study of the future difficulties incident to the use of new weapons, unfamiliar explosives, impossibility of accommodating ambulance service to new conditions, transportation of provisions, etc., etc. An enumeration of difficulties which makes the heart of the would-be peacemaker rejoice. Many maps and diagrams add force to the dry statistics. M. Bloch takes up also the economic difficulties of war, with separate studies of Russia, Britain, Germany, France. He investigates also the effect of war on the vital needs of peoples and classes with a chapter on Militarism and its Nemesis which he finds in the growing intelligence of the masses concerning the nature of war, and the increasing knowledge of the social and economic consequences of a future war under present conditions. Simple, direct matter-of-fact, with no attempt at oratorical effect the book can not fail to convince those who read that unless the nations are mad, the day of international arbitration must be near at hand. All who wish to hasten that day will do well to aid the Ginn Publishing Company in circulating this volume which is sold at the nominal price of 50 cents. In addition to Mr. Mead's valuable introduction there is also the report of a conversation of W. T. Stead with the great economist in St. Petersburg and London. The calling of the Hague tribunal by the Czar is supposed to be largely due to the influence of this forceful book. Channing's "Discourses on War" and Sumner's "Addresses on War" are published by the same house for the same price.

"Count Geoffrey's Crest," in the January *St. Nicholas*, while not set forth as historically accurate in every detail, has a theoretical foundation in fact. Count Geoffrey of Anjou—like Calif Haroun of Bagdad—loved to go unrecognized among his people, to become acquainted with them, and to learn how they were treated by his officers. Among all the legends that cling to the grim old donjon of Loches, there is none prettier than that which tells of the charcoal-burner who guided a strange knight out of the forest, and, on arriving at Loches, learned that the man to whom he had been talking so unguardedly about the grievances of the peasantry was the only one who had the power to redress those grievances—his liege lord, the Count of Anjou. The Count rewarded him liberally and promised to redress the wrongs of which he had told. So much of this story is undoubtedly authentic. Whether the charcoal-burner's little daughter ever visited the castle, whether she crowned the Count with the flower, the *planta genesta*, that became the crest of the Plantagenets, the author of the tale, Caroline K. Herrick, does not certainly know.

STUDIES IN EDUCATION. By Earl Barnes. Second edition. The teacher and parent will find a mine of suggestions in these studies of Earl Barnes', and it is to be hoped that they will not only be read by many but that they will induce thoughtful people who have opportunity to make similar studies of

children wherever opportunity offers or can be made. To be of value such studies must of course be made with accuracy of observation and in a manner that will awaken no sense of consciousness on the child's part, but if we are to have a science of education it must rest largely upon such careful and trustworthy studies. Aside from any pedagogical value the volumes are of immense interest to any one who loves children and sympathizes with their feelings and their outlook upon life. For those who may not be familiar with these suggestive volumes we will give a few chapter titles: The Development of Children's Political Ideals; Ought Children to be Paid for Domestic Service?; Children's Drawings; Children's Hieroglyphics; Ideas of Ladies and Gentlemen; Delegated Authority; Children's Stories and Poetry; Attitude Toward Future Occupations; Towards Theology; Ideas of War; Sense of Truth, etc. Published by Earl Barnes, Philadelphia. \$2.00 postpaid; ten numbers unbound, \$1.50.

KINDERGARTEN METHODS APPLIED TO THE HOME.—The Extension Department of Teachers' College, New York, announces a course of fifteen lectures on "Kindergarten Methods in the Home," to be given by Professor Runyan and instructors. This course is designed for mothers of young children, settlement workers, and those young girls who desire a slight practical knowledge of the kindergarten theory and practice. The subjects discussed will be treated practically, and lists of reading will be given. The topics to be treated in the lectures are:

Lectures 1, 2, 3.—Home work for children, including paper folding and cutting, molding in sand and clay, and other occupations suggested by those of the kindergarten. Lectures 4, 5.—Play in the kindergarten and the home. Lecture 6.—Children's toys. Lectures 7, 8, 9.—Literature for children. Lecture 10.—Children's companions. Lectures 11, 12.—Moral training of children. Lecture 13.—Suggestions for summer interests and pursuits. Lecture 14.—Home celebration of festivals. Lecture 15.—The problem of the city child out of school hours.

The course will be given in Teachers' College, West One Hundred and Twentieth street, Room 116, on Fridays at 10:30 a. m. Fee, \$5, to be paid to the Cashier of Teachers' College. The class requires at least fifteen members. Registration blanks will be sent to those desiring to attend on application to the Director of the Extension Department, Teachers' College. The first lecture was given November 13, 1903.

THE SHIP OF STATE BY THOSE AT THE HELM. An excellent book for both boys and girls as well as for those of older years. Men who have served in the legislative and judicial bodies of the United States government, tell in spirited manner something of the life, the duties, the daily problems and perplexities of those who guide the Ship of State. It is Theodore Roosevelt who writes of the Presidency, tho when the article was written for the *Youth's Companion* he was governor of New York. Senator Lodge, Thomas B. Reed, Judge Brewer, John D. Long, William C. Sanger, G. M. Ludington are among the writers. Wm. R. Day speaks of Good Manners and Diplomacy; Senator Lodge tells how foreign treaties are made; J. K. Richards writes of Uncle Sam's law business, and Ex-Postmaster General W. L. Wilson of the postoffice. The average reader will gain from it a better idea of multiplicity and the magnitude of the calls upon the strength, the common-sense, penetration and devotion of those who stand at the helm. Ginn & Co.

LAURA BRIDGMAN. Dr. Howe's Famous Pupil and What He Taught Her. By Maude Howe and Florence Howe Hall. All who have followed with fascinated interest the progress of Helen Keller's development will be glad to turn to the story of Laura Bridgman and learn the details of the first attempt ever made to open communication between the blind-deaf and the world of life and letters. The story of Dr. Howe's wondrous miracle is told from manuscript of his records, Laura Bridgman's own journals, and extracts from those of different teachers. They are of great educational

value and show plainly how far ahead of his time was Dr. Howe in educational matters. We will review the book at greater length next month. Little, Brown & Co., Boston, Mass. Price, \$1.50.

LETTERS FROM PUSSYCATVILLE, by S. LOUISE PATTESON. There is no lack of interesting incident in this correspondence between several different pussies and children will assuredly read them with genuine pleasure. Incidentally there are given many excellent practical suggestions whereby the child growing more observant of his pets' needs and likings will be encouraged to supply them. It certainly must be difficult for cats to understand the reason back of the rules of their human comrades. Here the child will find a ground surely of sympathy with his dumb friends. The illustrations from life are most attractive. Any home in which there is a cat should have this book. George W. Jacobs & Co., Philadelphia.

FOLK SONGS FOR TEN FINGERS. Twenty-three folk songs so arranged by Calvin B. Cady that the keys are easily in reach of the fingers of each hand as they fall in the first position. Simple and harmonious, the child will be delighted to find that he can evoke the sweet old airs readily and musically. Words accompany most of the selections. Price, 50 cents. C. T. Summy, Chicago.

BOYS AND GIRLS for December has an interesting article about a pet bat by Evelyn G. Mitchell.

The Southern Workman should be in all libraries, all educational institutions. Founded by General Armstrong in 1872 it is published by the Hampton Institute and is devoted "To the interests of undeveloped races." It contains direct reports from the heart of Negro and Indian populations, with pictures of reservation, cabin, and plantation life, as well as information in regard to the school's 1,138 graduates who have, since 1868, taught more than 150,000 children in 18 states in the South and West. It also contains local sketches; a running account of what is going on in the Hampton School; studies in Indian and Negro folk-lore and history; and editorial comment; while at the same time it provides an open forum for the discussion of ethnological, sociological and educational problems. The contents of the November number will convey an idea of its scope. In part, this reads: "The importance of Rural-School gardens; Industrial Problems in the Philippines; the Peanut Industry in Virginia; Vignettes of Hawaii; Proposed Solutions of the Negro Problem; a Hampton Graduate's Work, etc., etc. The editors are H. B. Frissell, Helen W. Ludlow, J. E. Days, Wm. L. Brown.

The *Scientific American* for December 12 contains some pictures of interest to kindergartners in connection with metal working. Three show the men busy with hammer and anvil making enormous cables, large enough to encircle a man's neck. The circular cover design is a fine picture in color of a blast furnace at night, the flame showing red against a blue sky. Kindergartners may well pay 10 cents for the paper and add these to their picture collection. They tell a modern giant story. There is also an interesting illustrated article on the "Laysan Albatross and Its Dance," by Walter K. Fisher.

No thoughtful citizen should fail to read in *McClure's Magazine* the articles by Ida M. Tarbell, Lincoln Steffens, Ray Stannard Baker. They are a challenge to the patriotic, as was Lincoln's call for volunteers in 1860.

Suggestions for a practical application of Mr. Holden's article on the "Origin and Development of the Ethical Sense in the Child" will appear in a later number of the KINDERGARTEN.

In *The Delineator* for November Mrs. Theodore W. Birney has a suggestive paper on the "Education of Boys as Future Fathers and Citizens."

Unity for December 3, contains "The Public School—the Bulwark of Our Republic," the Thanksgiving address of Rabbi Joseph Stolz, Chicago.

OUR Holiday Clubbing and Premium List

GOOD TILL JANUARY 15.

Read Carefully. Make Your Choice.

Harper's Magazine.....	\$4.00	} \$5.40
Kindergarten Magazine.....	2.00	
Home Companion (must be new sub.) ..	\$1.00	} 2.25
Kindergarten Magazine.....	2.00	
Youth's Companion (new sub.)	\$1.75	} 3.00
Kindergarten Magazine.....	2.00	

PREMIUMS

Boys and Girls (as Naturalists, Gardeners, Home-makers, Citizens,) edited by Anna B. Comstock, "Uncle John" Spencer and Martha VanRensselaer, new sub.	\$0.50	} \$2.00
Kindergarten Magazine	2.00	
Little Folks (new sub).....	\$1.00	} 2.00
(substitute for Child-Garden, which it has absorbed)		
Kindergarten Magazine (new).....	2.00	} 3.75
or Your Renewal and new subscription to Kindergarten Magazine with Little Folks as premium.		
Kindergarten Magazine (new).....	\$2.00	} 2.00
Christmas in Many Lands (see adv. pages).....	0.50	



NURSERY AT HAPPY DAY HOUSE, HOME OF THE LITTLE MOTHERS.

KINDERGARTEN MAGAZINE.

Vol. XVI.—FEBRUARY, 1904.—No. 6.

TWENTIETH CENTURY SERIES,

FATHERS, THEIR EDUCATION AND POSSIBLE USEFULNESS.

JOSEPH LEE, BOSTON, MASS.

THE attention of educators, so far as it has not been confined to the children themselves, has been so much concentrated on the training and enlightenment of mothers that the question of what fathers are and ought to be has received comparatively little attention. I believe nevertheless, that fathers possess great possibilities and that much might yet be made of them if somebody, and especially some body of women like the kindergartners, would take them in hand and provide for their education in some serious and systematic way. It is true that I do not know many young men who would deliberately pursue a school or college course on the duties and responsibilities of parenthood; but I do seriously think that most young men when they, somewhat to their own astonishment, suddenly find themselves occupying the position of father of a family, with the necessity of actually performing in their own persons those duties towards which they have hitherto occupied the more gay and airy position of critic and censor—I do not think that under those circumstances most young men are inclined to take the situation sufficiently seriously, and to be secretly glad of any obtainable information and enlightenment as to how their new duties can be best performed.

Many men, to be sure, as well as many women, when children are given them, seem to feel a sort of unholy joy in the charming opportunity thus afforded of being at last as cranky as they choose. Everybody has his pet scheme of education and having a family of one's own seems to many of us a glorious

opportunity for putting it into effect. The program in such cases is apt to consist either in exact repetition of the methods pursued by one's own parents, with gratifying success, or in the extremest reaction against those methods which it is possible to invent. It is reassuring evidence of the innate modesty of human nature that the latter plan receives the preference in the proportion of about three to one. In such instances as these it will be admitted that any sound educational ideas that can be imparted will certainly be placed where they will do the most good; while in the remaining great majority of cases such ideas will, as I have said, be received with gratitude.

Froebel says that the idea of the father is the first form in which the child receives his idea of God. The American sense of humor will, I think, exclude most American fathers from perceiving their function in precisely that way. Nevertheless, the function of the father is a serious enough matter from whatever point of view and in whatever light one looks at it. What I desire to say will not constitute a complete treatise on this subject: I wish merely to emphasize one obvious matter and to call attention to one or two others, by no means new but less often dwelt upon.

I. LAW AND ORDER. My first and obvious point is in the matter of maintaining law and order. I am far from possessing the courage required for entering upon the dangerous and difficult question of punishment, but I do wish to uplift my testimony in behalf of the doctrine that whatever one's method, law and order ought in any case to be maintained. The plastic years of childhood should not be allowed to pass in a limp and enervating social atmosphere. The structure of the family, as manifested in the enforcement of its necessary rules and regulations, ought to be firm and stable in order that the child may not, through having grown up in a loose and rickety social edifice, be led into the costly error of supposing that social laws or institutions do not exist or that they can be disregarded and ridden over with impunity. Whether we like it or not, social laws are, in sober truth, as much a reality as physical laws, and people who disregard them impair their own usefulness and bring misfortune upon themselves and others.

Let us, if we think best, minimize the inevitable bruising and conflict as much as we can, but do not let us allow our children to grow up without the essential knowledge that it is of the nature of fire to burn, of knives to cut, and of water to wet your feet if you stand in it too long.

And the thing can be done, no matter what may be your beliefs upon the vexed question of punishment, to which I have above alluded. You certainly do, already, draw the line somewhere, whatever your opinions upon that difficult matter. Your children are not now allowed to make fires on the parlor floor, or to sail their boats in the soup, and the prohibitions can be almost as easily extended so as to make the essential laws of family life respected, and to demonstrate to the child's entire satisfaction that whether he approves or not the life of the community is in any case going to go on, and that the laws necessary for its existence and success are going to be observed.

An additional advantage in the possession of the sort of social self respect on the part of the family that will follow from the possession of a foot by the father, with the ability to put it down when necessary, is the strain from which the younger members may thus be relieved. For a boy of four years old to have thrust upon him the entire responsibility not only for his own conduct but for that of his father and mother, the servants and the family at large, is a greater strain than a child of such tender years ought to be called upon to bear, and many there are who break down under it.

II. PLAY. Mr. Roosevelt some time ago, to a newspaper man making researches into the question of the best exercise for grown people, answered, "Playing with the children." The advantages of play and of the acquaintance which parents can get with the children in this, better than in any other way, are pretty obvious. On the fear which some fathers may have of compromising their dignity by showing that they possess what, to the child, seem to be the normal attributes of human nature, I can quote the testimony of an experienced boarding-school teacher to the effect that "when you begin to play with the boys at their own games the problem of discipline disappears." Moreover, playing with the children is more fun than most people

know who haven't tried it. You may, perhaps, have outgrown your capacity for flying like a bird, playing soldier, or even for ring-around-a-rosy; but when it comes to regular games like tag and hi-spy, or to other active forms of play, like coasting, "tossing me up in the yayer," or general rough-and-tumble on the floor, you will find that you have unsuspected talents and capacities in these directions.

III. TALK BUSINESS. I believe it to be of very great importance that fathers—and mothers too—should talk with their children upon serious subjects. I do not mean lecture them on serious subjects, but as far as you possibly can talk to them about the real and serious things in which you yourselves are interested; talk about your own business and your other pursuits and interests, and about politics. Children can understand a great deal more and a great deal better than you think, especially if they are habitually and systematically given the chance. Moreover, such natural kind of serious talk is the only method of teaching on serious subjects of which you are capable. It is the things you really care about that you can really teach. Your own true life, such as it actually is, with the ideals which actually do guide it, is the only kind of life that you can impart. The best thing you can give is a true sense of values, and the only form in which you can give this sense is in the form of an appreciation of the things that you yourself understand and really think and feel to be worth while. Have faith in the capacity of your children to understand these things and you will find your faith justified by them.

IV. GIVE THEM REAL THINGS TO DO. Most important of all, perhaps, is giving children real things to do, giving them every possible responsibility, every task and duty which to them represents real life. I suppose the people who are best situated to give their children this most important kind of education are farmers and people who do their own work, because farm work and house work, when these are real and necessary, and have to be done by the parents, are kinds of work which children can understand, and in which they are specially capable of taking part. But every father can do much in this direction if only he will be a little ingenious and take every chance that comes.

I once knew a man, one of the wisest and most successful business men in this country, who was peculiarly daring and successful in placing responsibility not only upon his own children, but upon all others with whom he came in contact. The first boat I ever rowed in alone was one of his. I remember a friend of mine who had never been on horseback until he went to stay with this gentleman, to whom his usual morning mandate was, "You get on a horse and go and do so and so, or carry out such and such an important piece of business." My friend went—and learned to ride forthwith—there was nothing else to be done. Sometimes he would set you to writing business letters, or going out and seeing the sails bent on a yacht, and was often, in the words of his skilful biographer, saying to the young man:

"What wouldst thou do, my little page
That rid'st beside my rein,
Were you Glen Allen's lord today
And I were Roland Cheyne?"

This giving children responsibility is so important a matter that I am almost inclined to think that a failure in this direction almost counterbalances the good qualifications of good people in the matter of the education of their children. Take your children playfully, but for Heaven's sake take them seriously too. It is, I know, a great trouble to be "helped," infinitely more trouble than doing the thing yourself. But it is a trouble that will repay you a hundredfold. So important, indeed, is this matter that one is sometimes tempted to think, judging purely from results, that the best kind of fathers are the men who get married to girls with the missionary spirit, in those cases where the mission does not succeed. A great merit of the good-for-nothing father is that he is apt to play with the children; but his supreme merit is in the responsibility which, by reason of his very good-for-nothing-ness, he thrusts upon them. To be the prop of a family, the helper of a patient and hardworking mother, struggling to maintain respectability and to make the two ends meet, is an experience which appeals to every ounce of manliness a boy may possess and to the unfailing capacity for self-sacrifice to be found in all girls. Except in extreme cases

such responsibilities do not, among people of good traditions, crush children to the earth, but develop the best that is in them. Children are killed by stupid and meanigless tasks put upon them by foolish teachers, just as you would be killed if you had to learn the Chinese alphabet backwards or to commit to memory the advertising pages of the Sunday papers. But real responsibilities are a very different thing. To come in touch with the real forces of the universe is as a rule to gain strength and not to lose it.

In truth, the whole duty of fathers, as of all other educators, comes down to this one thing—life, life, life. Life is the one and only educator. Give your children real things to think of, real laws to obey, real things to do. Take part in the play which is their real life, and let them take part in the work which is yours. It is in proportion to the reality of our life that we grow, and become strong. All of which and a great deal more and better to the same effect is contained in the writings of Friederich Froebel—the one man who has appeared upon this planet who has wholly understood such things and told us of them.

My child is lying on my knees;
 The signs of heaven she reads;
 My face is all the heaven she sees,
 Is all the heaven she needs.
 I mean her well so earnestly,
 Unchanged in changing mood;
 My life would go without a sigh
 To bring her something good.
 I also am a child, and I
 Am ignorant and weak;
 I gaze upon the starry sky,
 And then I must not speak:
 For all behind the starry sky,
 Behind the world so broad,
 Behind men's hearts and souls doth lie
 The Infinite of God.
 Lo! Lord I sit in thy wide space,
 My child upon my knee; ,
 She looketh up into my face,
 And I look up to Thee.

—George MacDonald.

CHILDREN'S PATRIOTISM.

ELLA LEE WYMAN.

IT IS a great privilege to pass a brief season in such an atmosphere as that of the officers and cadets of the United States Naval Academy at Annapolis. It affords an interesting opportunity to observe the conditions which create standards among different sets of people. There is a community of people all with the common interest—government service in the Navy. They are none of them rich, but they have the assurance of a living, a fair living all their lives if they behave themselves. The question among them is not of getting, but of doing; not "What is he worth?" "How does he live, in a fine house or on a broad street?" but "Who is he?" "What has he done?"

The men are men of deeds, not words or of worldly possessions. They are trained to give and obey orders—to do their duty without question—without flinching. It is fine to see men so thoroly trained that they are not only masters of themselves but of any situation into which they are thrown. It was my privilege to be present at the graduating exercises of the class of 1900. The ceremonies took place upon the Academy grounds, one of the most beautiful spots imaginable, and there was assembled a large and brilliant gathering. With the sparkling blue waters of the Chesapeake Bay in the background, the high overarching green bower of trees about them, the sweeping folds of the Star Spangled Banner above them, stood the splendid class of sixty cadets, embryo Naval officers.

In presenting the diplomas, the then Secretary of the Navy, John H. Long, made an earnest and forceful address. Exhorting every man to do his duty, he set before the graduates their relation to their country and their highest duties and obligations. He placed character, pure, true and noble, above all ambitions; predicting for them a course of life, not of war or of fighting, but of protecting the Right, defending the Needy, promoting Peace and Prosperity.

What has all this to do with our home, school or Kindergarten work and the Children's Patriotism? Much. It is a key-note to it all. We are not any of us looking for trouble, we are looking for Peace. That is the consummation toward which we all strive and aspire. We may all pull together, even from the Kindergarten to the officers of the Navy and the Chiefs of the government. We are one in patriotism; it is a glorious object.

It is usually under the inspiration of patriotism, love of kin, love of home that the very best work is done in every field. This is true in relation to children. They are always patriotic, always have been and always will be, bless their little hearts! Patriotism is inborn, but it does need to be cultivated and rightly directed. This is possibly truer of the American children—or more properly speaking, the children of America—than those of any other nation, from the fact that this people are so conglomerate, made up of elements from all over the earth, of every variety of the human race.

The great opportunity to assimilate these elements is in the schools. The parents may be naturalized by merest outward form, but the children must be nationalized by inward grace. First and last and all the time, the American flag should be held before them as meaning Liberty and Union.

There is systematic and earnest effort being made in many states and at the national capital to pass laws to rescue our flag from desecration and to firmly establish its supreme dignity. Enlist the interest of the children in the cause of its protection and defense. They love the flag, they delight in the honor of bearing it, in the glory of waving it. Teach them that Old Glory floats over every schoolhouse in this broad land, over every government building, every port, every fort, every ship. Everybody has a flag in the house at float on special days even if they do not keep it flying all the time. It protects us all. Nobody in any other country would dare hurt us because of it. We must reverence and protect it. We must guard it as jealously, cherish it as tenderly as we do our fathers and mothers. We must not let anyone hurt it or even soil it, or make any use of it. They always love to hear how George Washington planned it, of how Betsy Ross made it, what the colors signify,

why there are just so many stars and so many stripes. When it should be raised and when lowered, how to place it at half-mast and all the interesting code.

Teach the children always to salute the flag in passing under it. The little outward sign begets a spirit of respect, it promotes in their little breasts the growth of a loyalty that will brave anything, risk life itself to sustain Our Flag. Our Flag, there is a unity in the expression which appeals to them all in common, it belongs to everyone and to all. Union is strength.

The question arises should we in teaching children patriotism introduce the soldier element? Is not that suggestive of war, of cruelty, suffering, killing?

To the first part of the question,—yes. To the latter part,—no. We know from every experience as well as from the precepts of those well qualified to teach, that the child transmutes external events into his own experience by reliving them in his play. Miss Blow says:

"From insight into the deep meaning which lies in a child's play there is but a single step to use it as a factor in education."

What child does not love soldier plays and soldier stories? "Humanity conquering and redeeming, humanity emancipated and redeemed." Heroes and heroic deeds, these are the ideals which are the crown and charm of the myths and the legends and the fairy-tales which have been the beginnings of inspiration to the beginnings of all peoples. These are crystallized again, brought down to earth—alas too literally sometimes—in modern warriors and warships.

Soldier games need not be of cruelty, of killing or hunting, but of heroism, of defending, rescuing and protecting. Here is afforded a fine opportunity for the use of patriotic hymns, poems and pictures; of visits to buildings and monuments and statues.

Soldier drill may be made very useful in the points of quick comprehension, prompt implicit obedience, respect to superiors, loyalty to cause and disdain of little hurts and personal discomforts. How does a soldier do in such cases?

The subject of the proper celebration of Fourth of July was recently discussed by a woman's club in Chicago. Some members—they are under suspicion of being either mothers-in-law or old maid aunts—declared that the small boy who delights in

playing with explosives ought to be taught to harness his patriotism and rest content in parading the streets, singing songs and listening to orations, that expressing oneself by making a noise was a relic of barbarism, that noise was productive of vicious influences, that football was a good substitute! However, there were a few real mothers present, who had boys of their own who were under sufficient control to be able to make a noise and have a good time without jeopardizing the lives and property of others. Realizing that boyish inspiration is born in noise, a defense was made for the grand "Hollar-day," and it will probably be in the dim future when anyone sleeps thru its hours. The present method of celebrating the day does certainly allow of a broad margin of improvement, affording a field for parents to devote individual attention to their offspring. Surely there might be devised more rational ways of having a real good time, even a "bully good time."

In connection with celebrating by play, I know a little group of children who on Washington's birthday, when they were all housed with the whooping-cough, had a most wonderful procession of all their little animals and dolls, a procession which wound out of the play-room thru the library away into the hall and parlor and ended at a fine banquet table made of all the blocks covered with dollies' sheets and decorated with numberless ribbon flags on toothpicks.

The subjects of obedience and loyalty might well be given whole chapters. Just in passing it may be suggested that the habit of loyalty—so to speak—may be instilled by the practice of being loyal to one's own. A child should never hear disrespect allowed to anyone in authority. Do not criticise or slur his teacher, his parents, the clergy or anyone to whom he bears relation, from his nurse to the President of the United States. Not that he necessarily should consider them all perfect or above reproach, frank and true; but that in his relation to them he owes them a certain fealty. This leads to the loyalty that makes "My Country" a reality for which to live or die.

Love of country—sentimental local attachment—is much stronger with those who are born and reared amid beautiful natural surroundings. Note examples of the Swiss, who have pined and died from very homesickness. New England people

love their ocean and hills, their rocks and rills with a tenacity as enduring as life. A daughter of Virginia once said to me: "When I go home I feel that I want to kneel right down and embrace the ground, I love the place so!"

Who does not know the thrill which runs in the lines:

"Maryland, my Maryland!"

Who could ever sing of some of these flat Western states in such strains. Illinois is broad and rich, there are untold wealth and possibilities in the wide plains, Chicago is a miracle of a city, Western people are giants in resolve and achievement. We all swell rather than thrill over these claims. Our suburbs are beautiful, lovely. How? In the homes, the Homes. There is the point.

Where there are any natural disadvantages mothers and fathers must all the more tighten the home cords. Make home just as charming, attractive, irresistible as possible. Interest the children to help make it so and keep it so. Be enthusiastic with them, keeping a live interest in all live topics. Read and discuss with them current events; strive for means to shape—not warp—their opinions and establish their principles.

President Roosevelt says:

"The standard of a nation's greatness is set in its Homes."

Let parents combine to make these homes what they should be and who dare limit the power for Truth, Patriotism and Righteousness which we as a nation may become.

Remember all the time that what we make our children love and desire is more important than what we make them learn.

THE "LITTLE MOTHER."

ALMA CALDER JOHNSTON.

THE greatest wrong which our present civilization has imposed upon humanity is forcing the mother of young children to be also a wage-earner. To absorb the strength of developing youth, to tax the energies of maturity is to rob the race of man of that virility and intelligence which makes life valuable. But to deprive infants of the care nature would give to all her creatures (that maternal solicitude which is the heritage of all sentient life), this is to take from the human being a blessing which civilization itself must restore. The Crèche, the Day Nursery, the Kindergarten, these are the atonements offered. But were these blessings universal they would prove insufficient. There would still be a chasm of ignorance ready to engulf the child, an atrophied spot in its development.

"We are twice born," Rousseau has said,—“once to exist, and again to live.” That is, we are born first to ourselves, then to our race. The first development required nine months, the next as many years. It is as important and complete a transformation physically and psychologically in the boy as in the girl, and each should receive as careful attention from the watchful parent.

Requiring more sympathy and consideration than at any other period of life, the adolescent receives less.

With floods of perplexing, peculiar, and constantly varied emotions sweeping thru the consciousness, youth cannot understand itself, and few adults are wise enough and patient enough to assist in the comprehension. Modesty and ignorance make this period a painful one for boys and girls, and cause the ruin of many a life.

When intelligence illuminates the way, when, the developing individuality respected, the growing child not coerced, but guided, boys and girls alike surrounded by pure, wholesome, enlivening society, books and sports, both are restrained from



LITTLE MOTHERS LEARNING HOW TO COOK.
HAPPY DAY HOUSE, N. Y.

overexertion. mental and physical, then difficulties and dangers vanish, health is established and life becomes a harmonious whole.

When the adolescent ferment is intense, contradictions, manias, hysterias may appear; moodiness, petulance, unrest and escapades, elopements, suicides occur. We should realize these expressions as symptoms of the changes which are being wrought in brain and nerve, flesh and blood; and, while redoubling our patient sympathy, increase our watchfulness and forbearance, loosen and the restrain which may have become burdensome.

Tabulated lists have proved that it is during this period of adolescence (covering from about twelve to twenty-one, or fourteen to twenty-three) that conversion to a religious or to a criminal life usually occurs.

The current of activities which are now entered upon by the boy only increases the force and deepens the outlines of his life. The girl's life, when misdirected at this springtime flood, sinks into shoals and shallows, malarious swamps and dangerous quicksands; if guided into safe channels, it glides serenely and triumphantly thru dark or sunlit ways, bearing precious cargoes to the eternal sea.

Our boys are early taught the manly art of self-defense. They play at warfare; learn the use of firearms; how to ensnare, entrap, capture, and kill. Our girls, however, in well sheltered homes are kept as far as maternal solicitude may gentle and innocent of harm; not guileful, but guileless; unconscious of wrong, uncontaminated by evil. If our sons must come in contact with debasing associations, our daughters we will keep from pollution. With this intent we choose her companions, select her reading, dispose of her time, guard her leisure, form her habits, mold her prejudices, and create her character. The boy, meanwhile, is gaining knowledge from the street and stable, the cigar shop and the servants. His comrades are chosen by his inclination and disposition. He comes in contact with life at first hand, and he learns unaided to make his place; his ideas of purity and honor are formed by his associates, and his habits by their suggestion.

We thus have two differing types of morality growing side

by side in our homes. The period of adolescence is reached by our sons and our daughters with equal danger threatening them. The boys, having had a wider scope and freer choice, may be more hardy and less dependent; but boys and girls alike have physical and psychical perils to encounter. Blessed are they when provided with the shield of wisdom and the weapons of knowledge.

If the boy chooses the occupation of his father, he spends whatever leisure the school allows in his office, shop, factory, market; and, if for his life work there is a special training required, apprentices himself early to it. The daughter, although expecting to fill the position of housewife and desiring the sweet offices of wifedom and motherhood, finds little time and less opportunity for studying the subjects involved; her physiology gives no comprehension of maternity, her chemistry no knowledge of foods, her art no training in domestic architecture. Her college course provides a poor equipment for the obligations and activities of her life.

If in homes where intelligence and leisure give opportunity to study the needs of the growing girls, where the mothers have kept themselves in close touch with the individuality of their offspring, bringing to their homes the best associates and choicest literature, if with these advantages daughters are poorly fitted for the business of homemaking (that ultimatum for which all arts and industries are created and where hope, faith and love center), if well mothered girls find themselves poorly equipped for the obligations of wifedom and motherhood, requiring post-marriage instruction in nursery, hygiene, and culinary arts, what is to be expected of those girls who at the most critical period of their lives receive no instruction in the care of their health nor any domestic training?

When the mother is engaged in a daily struggle to keep the wolf hunger from the door? The wolf rent from devouring every belonging? The wolf nakedness from rending the garments from her children?

How is the wage-earning mother, rising before dawn, to work in factory, shop, office, laundry, where is she to find this leisure for winning the confidences of her growing girls? to listen to their secret fancies? answer their timid questions?

Where is she to get opportunity for teaching them (granting she have the knowledge and skill) to properly care for the children left in their charge? The preparation of food in an economical and wholesome way? the making and mending of their clothes? the creation of a cleanly, comfortable home?

The neglected babies, the wayward boys, the misguided girls, these have been provided for by the philanthropist. But the patient little girl upon whom the burdens of the wage-earning mother fall, the household drudge who "minds the baby" and performs as best she can the requirements of the household, the "Little Mother" of the family, she is the individual most deserving and most desiring the aid which only an association of intelligent minds and generous hearts can form.

For among the little daughters of the tenements are found children who are burdened with the daily care of children. Little girls, scarce more than infants in age, left in charge of babies a few months old; required to prepare the food of the family, wash, iron, scrub, carry coal, ashes, water up and down long flights of stairs, feed, dress, and care for the younger members of the family, and run errands for bread, beer, fuel, groceries, for the older people, whose demands are no less perpetual and persistent, arbitrary and unreasonable, than those of the little ones.

The child upon whom these household duties fall becomes the "Little Mother"—not because she is strong or wise, but because she is patient and willing; not because she is self-sufficient and assertive, but because she is gentle and loving.

The caresses of the baby are her only reward for hourly devotion thru sickness and night-time service.

"I had to walk with my baby all night long so's 't mamma could sleep," a pale-faced, weary-eyed child of nine years remarked, "'cause he's teething. I took him out in the hall; an' 'twas awful dark. He'd sleep some; but when I set down on the step he'd wake up. I s'pose," with a wan smile, "'cause I'd go to sleep myself when I stopped walking. When the daylight began to come in he let me lie down with him, but mamma had to wake me when she went to work, so's 't I'd get the children ready for school and papa's breakfast. Papa's out of a job, but he's a lookin' for work an' wants his breakfast early." There seemed nothing unusual or abnormal to this child in having the



LITTLE MOTHERS LEARNING HOW TO SEW AND MEND.
HAPPY DAY HOUSE, N. Y.

cares belonging to maturity heaped upon her immature frame and brain; that puny infants, venturesome little toddlers, impetuous urchins are left to her sole authority; that the duties of nursery maid, housemaid, laundress, cook, seamstress, governess were all hers; that she is expected with the few pennies placed in her hands to purchase the necessities required; and when the truant officer cannot be evaded to so plan her labors and share her obligations with her sisters that by an irregular attendance at school she avoids giving her parents trouble with the authorities.

This is a condition existing in every manufacturing community, creating that hateful blot upon civilization, a mirthless childhood.

Some thirteen years ago it was discovered that these Little Mothers formed a distinct class of laborers and should be so designated and benefited.

An organization was formed in the city of New York entitled The Little Mothers' Aid Association. Its first object was to put joy in the hearts of these care-burdened little ones.

Pelham Park, on Long Island Sound, was selected as a place suitable for summer day outings, having daisied fields, ample orchards, a beach suitable for bathing, and accessible by way of elevated and steam cars. The park commissioners gave the use of a building, and here thousands of happy days have annually been spent.

Not without great effort and repeated failure to the friends employed in this work obtain the Little Mothers' freedom for a few hours. The child's tasks are doubled to prepare for the day's absence, and an increase of labor awaits her return.

"But I don't mind that," a child said, "'cause I've got such lovely things to think about, and I've got a lot of nice stories to tell mamma an' the babies night-times."

She is accepted without comment upon her appearance as she comes to the morning rendezvous. Her attempts at cleanliness are not always successful. The dress may have been washed and smoothed the night before with what skill she possessed. The baby's garments also she laundered before she took him to the kind neighbor who was persuaded to take charge of the Little Mother's flock for the day. Her hair is possibly

in a worse than questionable state; she has tried her best, tho painfully aware of her failures until the cheering greeting of her day's chaperon (Teacher she calls her) gives a welcome.

The ticket left with her when the chaperon visited her home—and which bears her name, address, and the date of her Happy Day—is exchanged for a gay ribbon badge. Fifteen or twenty girls join her—each greeted and ribboned—and away they go. At different stations more groups appear until yellow, blue, red, and green badges are assembled in groups, each with their attendant identified by the same symbol. Thus they gather from different localities and are off for the country and seashore.

Very seriously they take their pleasures at the first taste. The baby's tears at parting cloud the sunshine; recollected duties dim the landscape. But a song is started by one childish treble, and soon the car is full of gayety which seldom slackens until, returning, the city atmosphere reminds them the Happy Day is only a memory.

As the carry-all, with its jolly load of fifty children, rolls up to the old mansion where the smiling matron, physician, and housemaids wait to welcome them, songs and shouts of greeting fill the air. Like uncaged birds they fly over the lawn to the swings, the flowers, the apple trees; recalled presently by the horn to a bread and milk breakfast. Reverently the heads are bowed and thanks to the Giver of all good are repeated.

The bath-houses reveal a pitiful lack of underclothing, which the superintendent endeavors to supply; and the physician often discovers hurts which she can heal or deformities she assigns to a place of cure.

The frolic in the fields, the dinner of roast beef, vegetables, cake and ice cream, where plates are emptied and refilled again and again, while the laughter and chatter go on, the afternoon of flower and fruit gathering, idling in hammocks and swings, rolling on the grass, the singing and dancing to the merry tunes of the piano in the big hall,—it is all too soon over! But the memory lasts forever, and the hope of another merry holiday before the summer ends brightens the daily tasks.

"Are you troubled with repeaters?" asked a well-known worker in the fresh air charities.

"Repeaters?" he was answered; "why, it is our steady effort to get repeaters. It is a lucky Little Mother that is twice spared from home in one summer."

She has one promise to gladden her. There are festivals during the interval between summers, and she is apt to be included in one.

As Christmas draws near brilliantly-hued boxes are contributed and filled; things edible, ornamental, and useful are placed in each of them.

From five hundred to one thousand of the summer beneficiaries are included, the rule having been to exclude those who by connection with Sunday schools received other gifts. By the kindness of one of New York's philanthropists a bountiful dinner has been served for seven hundred "Little Mothers," with orchestral music and a choice entertainment following.

At Easter-time flowers take the place of bags, and a procession of tulips, hyacinths, and geraniums winds its way teneamentward.

Then in May, with apple blossoms and violets, the outings begin.

But these are not all the happy days provided. In a fine old-fashioned mansion fronting on Second avenue, near Fourteenth street, these little maidens gather daily for instruction in some branch of Homemaking. Here under the wise and gentle tuition of volunteer ladies the Little Mother learns not only plain sewing that she may make and mend the family garments, but also ornamental embroideries which are sold at the annual bazaar for the benefit of her beloved Aid. By the skilled instruction of a culinary teacher she also becomes that most desired person, a good plain cook.

The gratitude expressed by the parents is evidence sufficient of the benefit from this department. Laundry work is also taught, the little girls bringing their garments from home.

The hygienic portion of the instruction is given by a motherly physician who teaches them how to keep well as an adjunct to what to do when ill, "first aid" being a noticeable portion of her instruction. The bathing and dressing of the baby brought tears to the eyes of an onlooker.

"I had lessons from tutors and professors all my young life,"

she said, "but if I had been taught what these children know I might have kept my dear, sweet baby."

As these children soon pass into the wage-earning period, when kindly care is no less essential, an association was formed in 1892 called the X. L. M. Club. This is composed of chapters numbering thirty members, each having its own corps of officers, name, color, motto, and countersign, but each alike bound by the same constitution and by-laws, and wearing the same badge pin,—a silver heart with the initials of the Ex "Little Mother." This club is a self-supporting member of the Federated Clubs. It pays to the L. M. A. A. a monthly rental for the use of parlors; contributes liberally to the outing fund—each chapter having its own room in the Holiday House, where the members in turn pass their over-Sunday vacations, enjoying also reunions on the Fourth of July and Arbor and Labor Days.

Two mothers' clubs, in which the fathers are frequent guests, hold weekly meetings in the large parlor of the mansion which the children named Happy Day House. Here also as a help to the Little Mother while attending public school and the instruction in homemaking, there is a nursery and rest-room maintained by one of the managers of the association.

A down town branch, called by the children Pleasant Place, where the instruction is duplicated, was established three years ago and has outgrown its present quarters at 22 West street. Other branches are to be created as the means are supplied.

The individual touch, the warm personal regard, the gentle unobtrusive sympathy between the teacher and the taught (and who shall say which profits most by the loving contact?), the earnest effort of each to give pleasure make the aid rendered, so far as it reaches, almost a counter-balance for the enforced maternal neglect, civilization's greatest wrong.

My Valentine.

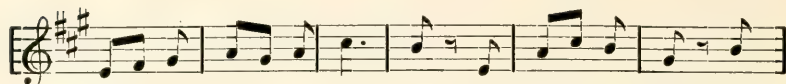
ALICE E. ALLEN.

ISADORA MARTINEZ.

Allegro con grazia.



1. The dear - est lit - tle val - en - tine Has
2. The sweet - est lit - tle val - en - tine, With



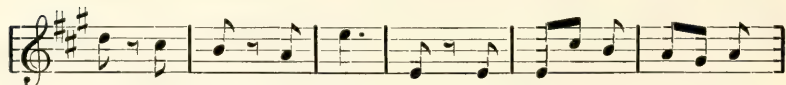
come this frost - y morn - ing, Of pink, and pearl, and
sil - ver stars all span - gled, And in and out there



all a - shine, Just like the skies at dawn -
twist and twine Love - knots with pos - ies tan -



ing 'Tis on my win - dow pane, 'tis mine, For
gled, 'Tis made of lace so fair and fine, With



me he must have meant it; And tho' his name he
edg - es crimped and crin - kled, And o'er each ti - ny



did not sign, I'm sure Jack Frost has sent it.
trail - ing vine, Bright di' - mond dust is sprin - kled.

From "New First Music Reader." Copyright, by Ginn & Company, 1903.

I. K. U. TRAINING CONFERENCE.
PRACTICE TEACHING IN KINDERGARTEN
TRAINING.

THE topic selected for discussion in the Training Conference to the Rochester meeting of the I. K. U., is Practice Teaching in Kindergarten Training. To get the desired information upon the subject and to make the discussion thoroly vital and practical the Training Committee has prepared the questionnaire given below. The committee has been divided into sub-committees to take charge of the returns and these will be summarized, presented and discussed in the Training Conference.

Tho two hundred copies of the questionnaire have been sent out, there are many who could give valuable data, doubtless, who have not been reached. Any such, seeing the questionnaire here given, are cordially invited to assist the committee, by sending replies to any part of the questionnaire. Replies to Part I should be sent to Miss Ruth Tappan, 3439 Fifth avenue, Pittsburgh, Pa. Those to Part II should be sent to Miss Mina B. Colburn, Kindergarten Training School, Cincinnati, Ohio. Replies to Part III should be addressed to Miss Alice E. Fitts, Pratt Institute, Brooklyn, N. Y. Those to Part IV should be sent to Mrs. S. S. Harriman, 24 Garden street, Chelsea, Mass. All replies should be sent before February 15. All such assistance will be greatly appreciated.

Nina C. Vandewalker, Chairman Training Committee.

I. Practice Teaching as seen by the Kindergarten Director.

1. What do you consider the greatest difficulty in working with practice teachers?
2. Is each practice teacher assigned to each phase of the kindergarten work—the circle talk, the song teaching, the table work, the games and the accompanying? If not, why not?
3. Do you make out the general program? What relation does this bear to the working plans of the practice teachers?
4. To what extent do you take charge of the children yourself for the purpose of illustrating the approved method of procedure to your practice teachers?
5. Upon what points do you criticise the work of the practice teachers?

6. What is your method of making criticisms? Do you make them personal and individual or impersonal and general? Are they oral or written?

7. What conferences do you have with your practice teachers?

8. What is the effect of practice teaching upon the children?

9. To what extent do you aid your practice teachers in observing children along child study lines?

II. Practice Teaching from the Training Teacher's Standpoint.

1. What is your relation to the practice teaching done by your students?

2. How many weeks of practice teaching does your school require? If less than two years, when does it begin? How long do the practice teachers work in the same kindergarten? For how long a period each day?

3. Is it best for the practice teachers that all the directors under whom they work should hold your own general views?

4. Do you inspect any of the teaching plans of the practice teachers to determine their application of the principles you have taught them?

5. Do you hold conferences with the directors under whom your students work? For what purpose?

6. Do you hold conferences with the practice teachers? For what purpose?

7. To what extent do you utilize observation in the kindergarten as a means of training?

8. To what extent is teaching in the primary grades of value to the kindergartner? Can it be substituted for a portion of the kindergarten practice?

9. To what extent does the quality of the practice teaching determine graduation?

10. State any other points you think important.

III. The Graduate's View of Practice Teaching.

1. Looking back upon your practice teaching from the standpoint of experience, do you think it was such as best to prepare you for the work required after graduation?

2. Was the plan making required such as to give you an insight into the fundamental needs and interest of children?

3. Was the dealing with the children such as to give you the principles underlying control?

4. Were the criticisms you received constructive, helpful, and to the point?

5. Did the work tend to cultivate the spirit of inquiry toward educational problems?

6. What changes would you suggest, if any, in relation to the practice teaching?

7. Would you advise postponing practice teaching until the student had gained some acquaintance with the theory of the kindergarten?

8. What changes, if any, would you suggest in the training course in general?

IV. The Junior Year Without Practice Teaching.

1. Do you approve of students beginning practice teaching at the beginning of the course? If so, why? If not, why not?

2. If you do not have practice teaching at the beginning, what do you have that is preparatory to it?

3. Have you had experience with students who have begun practice teaching with, as well as those who have begun without, theoretical instruction? If so, what was the relative quality of their work?

4. To what extent is it practicable to make observation in the kindergarten and primary grades a partial substitute for practice teaching during the junior year?

5. What would be added possibilities of the course were practice teaching postponed until the middle of the junior, or the beginning of the senior year?

THE EVOLUTION OF LIGHT.

When grandma was a little girl,
And was sent up to bed,
She carried then a "tallow dip,"
Held high above her head.

When mama used to go up-stairs,
After she'd said "Good night,"
Her mother always held a lamp
So she could have its light.

As soon as sister's bedtime came,
When she was a little lass,
If she found the room too dark,
Mama would light the gas.

Now, when the sandman comes for me,
I like to have it bright;
So I reach up and turn the key
Of my electric light.

And maybe my dear dolly,
If she lives out her days,
Will see right through the darkness
With the magical X-rays!

[Jean Mathers in St. Nicholas.

STORY-TELLING AS AN ART AND ITS MODERN EX- PONENT, MISS MARIE L. SHEDLOCK, OF LON- DON, ENGLAND.

BERTHA JOHNSTON.

It has been said of Gustav Doré that he considered himself superior to a severe study of the laws and principles governing his art. He could paint without a long apprenticeship to fundamental rules. Few true artists agree with him. Impressive as his pictures are, they do not stand the test that would rank Doré as a truly great artist.

There are qualities in Japanese art that make it a joy to the seeing mind, but this is because of the elements in it which are true to fundamentals and in despite of the usual ignoring of the laws of perspective. All true and satisfying art to-day is built upon a foundation laid by science. And now, in the words of Miss Marie L. Shedlock, queen of story-tellers, "Story-telling, at once the oldest and the newest of the arts, has, like the others of modern times, called science to her aid."

Miss Shedlock was born in France, where she was brought up and educated, tho of English parentage. She taught for many years French, German, elocution and kindred subjects in the Notting Hill (London) High School for girls. This unique institution, now thirty years old, is maintained by the Public Day School Company, and it is an experiment that has been a pronounced success. Miss Jones and Mrs. Withiel were for many years at its head. Miss Gavin is now head-mistress.

It is a school which has no exact parallel in our country. It is a public school in the sense that it is open to all who pass the examinations and can pay the fee. Tho called a high school, it from the first admitted children of eight years, and now it begins with the kindergarten and its graduates are prepared to enter the universities.

With rare insight into child-life, Miss Shedlock believes that nothing is too good for the younger children. She early began to use her own methods and classical subject matter in teaching. She has achieved notable results in interesting children of ten to twelve in selections from Milton and Shakespeare, which they

study with enthusiasm, due doubtless to the teacher's rare skill and dramatic power.

From childhood she was herself interested in the drama and has had success in dramatic classes, especially with French plays.

Some years ago at an informal gathering in an artist's studio she told Andersen's delightfully penetrating story of the Swineherd, which is still one of her favorite stories. A Danish lady came to her at its close and in warm terms expressed her appreciation of the narrator's skill, saying: "I was a friend of Hans C. Andersen, and you have interpreted it in the spirit of the master." This set Miss Shedlock thinking. She began to feel that perhaps she had here a mission that was fraught with responsibility, and she began forthwith to study Andersen's and other fairy tales with a fresh zeal and high motive. This thoro study revealed continually new beauties and truths in these apparently simple tales. The weakness and the strength, the littlenesses, the paltriness of many springs of human action, as well as the sweetness, truth and fidelity everywhere to be found, are wonderfully set forth with rare insight and great dramatic skill, but many of their subtleties and much of their beauty is entirely overlooked until revealed by one who has studied them long and lovingly and has the rare dramatic power to interpret them understandingly. This Miss Shedlock does, and in this she has the field entirely to herself. Her study of the folk-tales has been for quite a different purpose from that of the specialist in folk-lore, tho we can well understand the interest with which she was attended when she recently told some tales before the Biological School of Research at Wood's Hole.

The school in which she taught preferred that she should not give performances in public, and as her interest in this work grew and also the conviction that it was *her work*, she finally severed connection with the Notting Hill School and launched out for herself. Later on she came to America at the instance of Lady Henry Somerset, who gave her many letters of introduction, telling her that if she (Lady Henry) had to make her living, America was the country to which she would come. Miss Shedlock has been here for more than two years, and has fairly won the hearts of our best people, both in literary and educational circles.

The fruits of her long and really consecrated study she now

presents in the form of story-telling and lectures, instructing and inspiring delighted audiences everywhere. The following gives an idea of her courses:

1. Lecture on the Fun and Philosophy of Hans Christian Andersen.

2. Lecture on the Poetry and Pathos of Hans Christian Andersen.

3. Six Talks to Teachers on Story Telling: 1. The Art of Story Telling. 2. Elements to Avoid in the Subject Matter of Stories. 3. Elements to Seek in the Subject Matter of Stories. 4 and 5. How to Tell Hans Christian Andersen's Tales to Children. 6. Miscellaneous Fairy Tales.

4. An Afternoon of Fairy Tales for Children from 9 to 12 Years.

5. An Afternoon of Fairy Tales for Children from 6 to 9 Years.

6. Shakespeare and Milton Talks with Children from 9 to 12 Years.

7. An Afternoon of French Monologues.

8. An Afternoon with Anstey Society Sketches.

9. Miscellaneous Dramatic Entertainment.

While her stories and lectures appeal to the general public, there are special lectures that have a particular value for kindergartners, children's librarians and teachers. These she has given with more than satisfaction at the private schools in our leading cities, and before choice audiences in New York, and in Boston, Washington, Philadelphia, Hampton Institute, Chicago. She is at present in Chicago, brought here by the united kindergartners of the city, who feel that they have indeed found the pearl of great price in story-telling; women's clubs and other organizations who have felt that they had an unusual treat in listening to this charming fairy godmother, for Miss Shedlock tells her stories in guise of a fairy in gowns designed by Ellen Terry's daughter, Edith Craig.

Imbued with the insight and spirit of the true dramatic artist, petite, vivacious, with the brightest of eyes and mobile as well as noble features that respond to every emotion and call from rapt listeners tears or laughter as her fairy will demands, she will be, as Mr. Earl Barnes declares, "forever associated with Andersen as Jefferson with Rip Van Winkle." Every word and phrase, every shade of delicate satire or pathos, is given its proper meaning and weight.

Her study of Andersen has introduced her to many translations; both in German and English. She is now studying the master at first hand in his own Danish. This has revealed to her the fact that most translations fail to reproduce his directness and naive simplicity of language which constitute one distinguishing charm and characteristic of his art. She visits the libraries in each city and studies the various editions and translations.

After a course of ten lectures before the students of the training school for children's libraries at Carnegie Library, at Pittsburgh, the following letter of appreciation was sent to Miss Shedlock by the head librarian.

"I cannot allow you to leave Pittsburg without expressing on behalf of the library, the training school and myself our appreciation of the wonderful work you have done here. Your lectures on the "Art of Telling Stories to Children" have been an inspiration not only to the students in our training school for children's librarians, but also to the entire staff of our children's department. You have discovered to us the great possibilities of what you have so aptly called "the oldest and the newest of the arts." We had never realized the full value of Hans Andersen as a stimulus to the imagination of children until we heard your masterly interpretations of him. In your hands his subtle humor, delicate satire and wealth of imagery came as a fresh revelation.

I wish it were possible for you to train enough story-tellers so that all the children in the United States might have their lives enriched by hearing the right kind of stories told in the right way. Or better still, I wish you might tell these stories yourself all over the country.

Very sincerely,

(Signed)

EDWIN H. ANDERSON,

Librarian."

Miss Shedlock's present hope is to start a school of story-telling with a six months' course, to train its students in the understanding of the art, in a French perfection of polish, detail and finish. Coquelin is the only guide she would recognize in her dramatic study. The perfected art will carry its own message without the necessity of the narrator attempting to draw the moral or lecture on the meaning of the author.

Another great desire of this fairy godmother is to awaken such an interest in Andersen, such an appreciation of his genius as a true

interpreter of the striving, struggling, human heart, whether that of the little child or the grown man, that next year, April 2, 1905, which brings the centennial of his birth, it may be celebrated in every school in the country by appropriate exercises. There are few such friends who belong so truly to the children and who have understood them so well and stand toward them in precisely the relation that Andersen does. Let us hope that the schools will unite in such a general celebration, and that coming as it does in April with the I. K. U., the Kindergarten Union may also mark the time to be occupied in some fitting manner.

The great vocalist, like the great actor, cannot fix, for the benefit of the future, the creations of his genius, as can the composer and the artist, in any lasting medium. Their inspiration can be but partially realized by those distant in time or space. It can be handed on to posterity only thru other minds that catch something of the contagion, enthusiasm and consecration and express it in their own lives. Therefore it is incumbent on all who can to hear Miss Shedlock for themselves. She is a master artist in a new line, and many letters testify to the delight and instruction and new attitude to their life and work with which she has imbued those fortunate enough to hear and see her. Her sincerity is singularly impressive, and she counts it the greatest tribute to her art when the tired, worried or anxious look lifts from the faces of her audience and makes way for smiles and happy laughter.

In spelling class at school, you know,
I'm always number two,
And Dotty's always number one,
No matter what I do.
Sometimes I miss a word, altho
I try with all my might,
And Dotty—she is number one
Because she spells it right.
And if she chance to miss a word,
Why, I declare, I do!
And so she stays the number one,
And I stay number two.
Mamma says, "Little ladies first
Should ever be the rule,"
And that's the way it always is
In spelling class at school.

—*Youth's Companion.*

SAMUEL GRIDLEY HOWE, HERO IN WAR AND PEACE.

BERTHA JOHNSTON.

In February, 1876, Boston's noblest citizens met in the Music Hall to do honor to one who in many respects may be considered their greatest citizen-patriot, Dr. Samuel Gridley Howe. It is customary in many kindergartens to devote a part of February to Froebel's Mother-Play of the Knights, leading up to the subject of Washington as concrete example of the hero. To the average kindergartner the story of Washington is more or less familiar. It is not our intention here to discuss Earl Barnes' contention that by overworking Washington and other national heroes in the kindergarten and primary grades we lose their value as inspirational influences in those later years when their sterling manliness should be an invaluable aid in manhood training. Froebel's Mother-play is entirely impersonal; it names no actual hero whom the child is to imitate or emulate or for whose praise he is to strive.

But fresh from a reading of the wonderful miracle wrought with Laura Bridgman, and with Dr. Howe's other notable achievements in mind it seemed a fitting occasion to recall to the kindergartner the story of this heroic figure in American history. The story of a man who possessed in unusual degree the characteristics which we associate with the word "knight," and who as a great and original educator should be known to all teachers. What we give is largely culled from memorial publications. We note especially such facts as illustrate points of interest to educators and parents.

Dr. Samuel Gridley Howe was born in Boston in 1801. His father was a ship-owner, a maker of cordage and ropes. His mother a woman of lovely character and presence.

"On one occasion the little fellow, always bold and adventurous, fell from a floating cake of ice into the waters of the Back Bay, and narrowly escaped drowning. He was brought dripping into his father's place of business. 'Go home and tell your mother to whip you,' was that parent's sentence. 'I ran home,' the doctor used to say, 'but my mother did not whip me.' Whenever he related the little incident the tone of his voice expressed a sense of the safety and sweetness of that mother's love, which the passage of years and

the scenes of a life crowded with interest had been powerless to efface."

The boy attended the well known Boston Latin School, of rough manners and harsh discipline, but where the schoolboy early showed remarkable force of character and independence of spirit in maintaining unpopular principles against popular majorities.

At seventeen he entered Brown University at Providence. Here his superabundant energy and ingenuity found frequent vent in practical jokes, of which he was passionately fond. And we learn that he was twice rusticated. Modern educators are striving to find a legitimate outlet for such energies that will satisfy the brimming, exuberant spirits of youth without crushing them. Upon this subject Mrs. Howe says:

"Like many in similar circumstances he thought the faults of his academic career not wholly his own. He did not recognize in the remembrance of it any direct personal influence leading him to the best use of his powers, or to that enthusiasm for beautiful and noble things of which he must surely even at that early age have been capable. However this may have been, the splendor and solidity of his manhood makes us sure that much latent good was conveyed in the education which he considered so imperfect. . . . If we add to these accomplishments that of a systematic and industrious habit of life which he retained until its very end, we shall be led to conclude that his alma mater was no careless nurse, even for a youth of so much fire and adventure."

Dr. Howe was graduated in 1821 returning to Boston to study medicine.

Before he began a regular practice, came a desperate cry for help from a poor and oppressed people, an appeal to which he was never deaf, and soon he was crossing the waters on his way to succor Greece in her revolt against the Turks. Here his energy and ingenuity, his trained mind and surgical knowledge found ample field for all their resources. He was indeed no carpet knight, but for six years maintained a good fight in many capacities, organizing the army and ambulance departments, creating hospitals, fighting when necessary, curing the sick, encouraging the faint-hearted. He says of himself:

"I was at this period naturally very handy, active, and tough, and soon became equal to any of the mountain soldiery in capacity for endurance of fatigue, hunger, and watchfulness. I could carry my gun and heavy belt with jatagan and pistols all day long, clambering among the mountain passes, could eat sorrel, and snails, or go with-

out anything, and at night lie down on the ground with only my shaggy capoté, and sleep like a dog."

He returned to America to plead with his countrymen to send supplies to his protegee nation lest they be overcome with starvation. Clothing and money, even toys from the children came in quick response to his earnest pleas. With these he returned and distributed them with careful discrimination. At Egina to-day is to be seen a beautiful quay called the American Mole, which stands as evidence of his executive skill and wisdom. Many Greek families had taken refuge in the city and here he established a main depot for supplies and the people being without work he commenced the construction of the mole to furnish occupation to men, women and children. Again, upon land granted by the government, he planted a colony of exiles upon the isthmus of Corinth. How quick he was to see an opportunity and use it!

"We got cattle and tools, ploughed and prepared the earth, got up a school house and a church. In one of my journeyings, I found a sick straggler—a deserter, probably, from the French army,—who was by trade a wheelwright. After curing him, I got him to build a cart, and it was such a marvel that the peasantry flocked from all the neighboring districts to see it, having never seen a wheeled vehicle before."

It was during the Greek campaign that the episode occurred which Whittier celebrated in his ringing verses, "The Hero," and which should have a special appeal to educators because it shows us the hero in both war and peace, and in both cases as the preserver and nurturer and not as the destroyer.

Returning to his native shores, Dr. Howe turned back almost at once to engage again in an adventurous undertaking that was not in his original plan. Dr. John D. Fisher, of Boston, should always be remembered as the American who first became practically interested in the education of the blind. He had visited in Paris the schools founded there for the blind by the Abbe Haüy and induced Dr. Howe to return to Paris to master the methods there pursued. The Poles were at this time at war with the Russians and again America was sending money and clothing to a people struggling for freedom. These were consigned to Gen. Lafayette in Paris. Vain attempts had been made to send them across the Prussian frontier to a body of insurgents in refuge there. Howe was asked to be the bearer of his countrymen's gifts, as he was about to visit

Berlin in order to study the schools for the blind established there twenty-five years before by this same Abbe Hailly. Here he was arrested by the Prussian government and languished in rigorous confinement till under protest of the American Minister he traveled 600 miles in custody of two *gendarmes* and was told never to cross the border again. It is pleasant to note here, that years afterward Dr. Howe received a gold watch from Germany in recognition of his achievement with James Bridgman.

Once more at home in 1632 he began his experiments with the blind, beginning with three children of one family, which he took into his home at his father's.

Here is a picture of the school as seen by Miss Elizabeth Peabody:

"When we first became acquainted with Mr. Mann he took Mary and me to a small wooden house in Hollis street, where, in the simplest surroundings, we found Dr. Howe, with the half-dozen first pupils he had picked up in the highways and byways. He had then been about six months at work, and had invented and laboriously executed some books with raised letters, to teach them to read, some geographical maps, and geometrical diagrams necessary for instruction in mathematics. He had gummed twine, I think, upon cardboard, an enormous labor, to form the letters of the alphabet.

"I shall not, in all time, forget the impression made upon me by seeing the hero of the Greek Revolution, who had narrowly missed being that of the Polish revolution too; to see this hero, I say, wholly absorbed, and applying all the energies of his genius to this apparently humble work, and doing it as Christ did, without money and without price."

Many exhibitions of the good work accomplished now opened the heart and the purse strings of the people, and Col. Perkins gave his large house and ground for Dr. Howe's use, provided the city of Boston would raise \$50,000. The first fancy fair ever held in Boston was called to raise funds for furthering this work.

A great achievement must be largely measured by the difficulties and obstacles overcome. What were some of Dr. Howe's? We learn that:

"He was obliged to create his own working machinery, to drill and instruct his corps of teachers, himself first learning the secrets of the desired instruction. He was also obliged to keep the infant institution fresh in the interest and good will of the public, and to give it a recognized place among the benefactions of the commonwealth.

"All this he accomplished, but not so easily as we relate it. He superintended, moreover, every detail of the management and discipline of the institution, which in a few years came to number one hundred pupils. He continued for a long time to be the principal instructor.

And now a new achievement awaits him, one of the most divine attempts recorded in the long history of man, and which reinforces Drummond's claim for Love as "the greatest thing in the world," for it does conquer all obstacles. The problems suggested by the teaching of the blind and of the deaf-mutes set Dr. Howe to questioning the possibility of instructing those in whom the double loss might be found. In 1837 he hears of Laura Bridgman thus afflicted. The story of the miracle performed upon her is told with such thrilling interest in the book written by Dr. Howe's daughters and recently published that we will merely refer to it here, speaking of it more in detail in our book review columns. Suffice it to say that the little girl, deaf, blind and practically with no sense but that of touch, was given the key of communication with her kind and was put in possession of herself. To Laura Bridgman Dr. Howe gave a world, if not, as some one has said, a soul.

The methods used with her and his other pupils stamp Dr. Howe as an original genius in education as in other matters. Forced, as it were, to use the word method, his use of it here antedates other educators by ten years. He himself went blindfold for several weeks that he might more accurately study the mental processes of the blind. He was continually seeking new ways of accomplishing his purpose.

In 1843 Dr. Howe was married to Julia Ward, the charming daughter of a New York banker, and one who proved in every way a noble helpmate even for so unusual a man as Dr. Howe. Known to many even more than this her great husband, by her glorious Battle Hymn of the Republic and for her continued allegiance to the cause of human liberty and progress, her voice is ever heard in appeal wherever the rights of man are imperiled, the weak oppressed, or the good assailed.

About the same time Horace Mann had taken unto himself a wife and the two bridal couples took passage on the same steamer and visited together many of the interesting points in Great Britain and the continent, not omitting those institutions which would

throw any light on the problems with which they were confronted at home.

In the succeeding spring a little daughter was born in Rome. "It would be difficult to exaggerate the joy manifested by Dr. Howe on this occasion, a new and deep fountain of affection and happiness springing up in his heart to enrich the remaining years of his life." And thruout a long and busy life beset with numerous and perplexing problems we find here a father who nevertheless found time to "live with his children." In the charming book which his daughter, Mrs. Laura E. Richards, wrote for her children, called "When I Was Your Age," we read:

"I cannot, in this short space, tell how he worked with the friends of liberty, to free slaves; how he raised the poor and needy, and helped them to help themselves; how he was a light to the blind, and to all who walked in darkness, whether of sorrow, sin or suffering. Most men, absorbed in such high works as these, would have found scant leisure, for family life and communion, but no finger ache of our father's smallest child ever escaped his loving care, no childish thought or wish, ever failed to win his sympathy. We who had this big privilege of being his children, love to think of him as the brave soldier, the wise physician, the great philanthropist, but dearest of all is the thought of him as our loving and tender father."

On this trip he revisited the scenes of his early Greek experiences, received everywhere with the attentions of a grateful people. And everywhere in all countries the travelers had the joy of meeting with kindred spirits of varied interest, the progressive, the cultured of all classes delighted to meet with and confer with this creative genius. Again in America he resumed his duties at the institution and his labors were now extended to general education, for he was elected a member of the Boston School Committee. "And the zeal and thoroness with which he caused the public schools of the city to be examined were such as to occasion important reforms." Horace Mann, himself in those days the apostle of our state education, says, in a letter of that time, that the work accomplished in this examination "could only have been done by an angel—or Sam Howe."

As member of the first Massachusetts State Board of Charities he promulgated eight rules which it has been said should be inscribed in letters of gold over every bureau of charities. "There was that in them which met the dangers which tend to make us

build up institutions and forget why we built them up, which make us build great hospitals forgetful of the sick and make great organizations for the relief of the poor, forgetful of the poor who are to be relieved."

He was the first to suggest the placing the wards of the public in private homes rather than in institutions and indeed the spirit of his philanthropy is well shown in the following paragraph from one of his annual reports. Witness his interpretation of an often quoted passage from Scripture:

That our work may be well done it must be by the people themselves, directly and in the spirit of him who taught that the poor ye shall have always with you,—that is, near you—in your hearts and affections, within your sight and knowledge; not thrust far away from you and always shut up alone by themselves, in almshouses and reformatories that they may be kept at the cheapest rate. . . . There can be no vicarious virtue. True charity is not done by deputy.

Prison reform next claims his attention and again we find him urging the introduction of articulate speech for the deaf, which he had seen successfully used in Germany and England, and then in the face of even more ridicule than is ordinarily excited by any new departure he begins the education of the idiots and the feeble-minded, here as before gloriously proving his lifelong motto that "Obstacles are things to be overcome." What more fitting tribute was uttered at his memorial service than that of the idiot pupil who said "He will take care of the blind in Heaven. Won't he take care of us, too?"

Naturally this man whose sympathies were ever enlisted on the side of freedom could throw his influence on but one side when the anti-slavery question arose. He was one of the founders of the *Commonwealth*, and was editor for a year, in conjunction with his wife, of this journal, which discussed the practical side of this reform movement. At this crisis his voice was ever raised in behalf of the fugitive slave and just as he always was, when a series of lectures upon slavery were arranged its advocates, as well as its opponents, were given a hearing.

As a member of the Sanitary Commission he did good service and later he was one of the commission that in time led the way to the forming of the Freedman's Bureau.

But again there is a cry for help from the far East. This time

it is the Christians of Crete who have risen against their Turkish rulers, and again a champion is found in Dr. Howe, who with great exertions raises a fund of \$37,000 for their aid, and in 1867, at the age of sixty-six, sails once more for Europe, this time accompanied by two of his daughters. At Argos a young Greek physician, Dr. Anaguos, becomes his right hand man, and afterwards becomes his son-in-law (married to the little Roman maiden, Julia Romana) and assistant at the Blind Asylum.

When, a few years later, Santo Domingo applies for annexation to the United States, Dr. Howe is appointed one of a commission sent by the United States Government to study the pros and cons of the question, his verdict being affirmative, but for various reasons the project is not carried then.

This was his last public service, though he continued for some time to attend to his duties at office, and at the business meetings of the Blind School, Idiot School, and other institutions.

On January 4, 1876, he became ill, and died upon the 9th. Funeral services were held upon the 13th and on February 8 a memorial service in honor of this most knightly of the nineteenth century. From some of the notable things there expressed we will quote a few that serve to illuminate the life and character of our hero. Governor Bullock said: "There is nothing in the recorded manifestations of sycopathy or of poetry which surpasses in interest the character of his early experiments in almost creating a new sense for an immortal mind." And again: "By his example and instructions thru all these years Dr. Howe taught the state to reverence human nature in every individual."

Hon. William Gaston said: "Besides great ability there are two things which make men strong. Dr. Howe had them both—an intelligent conscience and the quiet courage to obey it. True courage is not noisy. It does not find its expression in defiant manner or vapory speech, but it does consist in a quiet determination to do right because it is right, and in traveling in a straight, thou unpopular, pathway."

To Rev. F. K. Hedge he was a model of chivalry: "The essence of chivalry consists in devotion to the cause of the weak and oppressed, and of that devotion Dr. Howe was our most illustrious example." Again: "Intellectual greatness is an accident of the brain which some counter-accident may at any time neutralize,

and which the accident of death must finally explode. But moral greatness belongs to that which is most interior and indestructible—the man of the man, the *will*; the one thing in us which survives when genius has gone to the worms and learning and eloquence have turned to dust.”

“A peculiarity of his enthusiasm was the liberality, the tolerance that accompanied it.”

These words of Dr. Hale’s upon that occasion will set many patriot minds to thinking: “Do you remember, ladies and gentlemen—while we are celebrating these events, while we are going back to memories of the past act, while we are recalling the Declaration of Independence—does it occur to you to think that there are large circles in the civilized world, that there are large bodies of men and women, as cultivated as you are, who never heard of the destruction of the tea, who know nothing of the name of Bunker Hill, who are perfectly careless of these local events in your history, to whom the distinction of Boston, for instance, the place that Agassiz chose for his home, that it is the place whose hospitals first tested the invention of ether, and, most of all, where the great secrets of mind and heart and soul were made clear, when light was given to the eyes of Laura Bridgman, and, shall I not say, a voice to her tongue?”

But limitations of space forbid anything further than this brief outline of an exceptional life. We recommend our readers to turn for fuller knowledge to the publications authorized by the Perkins Institution, and which can be had for a nominal sum. There is no more surprising or fascinating reading than these memorials of a career which should be the conscious heritage of all American children. Every high school boy and girl should have acquaintance with Dr. Howe, the great philanthropist, who, in the words of Dr. Hale, redeemed that word from the scorn which was falling upon it. The man who *did*.

In the language of his noble and consecrated wife:

“It must be remembered also that there is a fatherhood of human society, a vigilance and forethought of benovolence recognized in individuals who devote their best energies to the interests of mankind. The man to whose memory the preceding pages are dedicated, is one of those who have best filled this relation to their race. Watchful of its necessities, merciful to its shortcomings, careful of its dignity, and cognizant of its capacity, may the results of his labor be handed down to future generations, and may his name and example be held in loving and lasting remembrance.”

JACK FROST'S VALENTINE.

MINNIE BELLE FELTS.

Little Jack Frost sat down to think on a cake of ice, away up in the north land. For once in his life his red lips were not smiling and his brow was puckered in a thoughtful manner.

The North Wind came by and greeted him with, "Heigho, Jackie Frost! Plotting mischief as usual, I suppose? If you have anything for me to do, let me know."

With that he was gone, with a long "Wo-o——," the sound that makes little children snuggle close in their mother's arms and be glad for the bright, warm fire.

"Wasn't that just like him," said Jack Frost to himself; "'plotting mischief as usual,' that's what every one seems to think about me. People say the 'beautiful sun,' the 'kind rain,' the 'gentle south wind,' but when they speak of me it's always 'sly Jack Frost,' or 'old mischievous Jack Frost,' until I feel like running up to the north pole and staying there forever." And if Jack Frost ever looked sad he did at this present moment.

Suddenly the perplexed look left his face. His eyes sparkled again and he whispered to himself: "That's what I'll do." And away he ran as fast as his legs could carry him. Never a sound did he make, though, for his feet are so quiet and still, yet swift as the wind itself.

After a while he came to a little brown house. He crept up softly.

"I wonder what they are talking about?" he whispered. "Not about that glass mug I cracked last night, I hope." And Jack Frost just hung his head a moment and looked sad again. Just then he heard a little child crying:

"I want my own glass mug, then I'll take my medicine."

"But you know Jack Frost pinched the water that we left in it last night so hard that the little mug broke," said another voice that Jack Frost knew was the mamma's.

"Oh, dear, I wish I hadn't pinched that water," Jack Frost thought, sadly, now. "I wish I could give that little sick child an-

other mug,—but, oh, what fun it was when it snapped! You could hear it all over the house,” and Jack Frost laughed and looked again like the rogue he was.

But hark! What was that the mamma was saying? Jack Frost listened, and this is what he heard: “Tomorrow is St. Valentine’s day, a day that we send beautiful pictures and thoughts to those we love.”

“May I make a picture for you, mamma?” said the little child’s voice, and then all was still, except that the mamma sang very softly, “Sleep, baby, sleep.”

“To those we love,” said Jack Frost. “I love that little child, but I haven’t shown it. I’ll send her a valentine.”

Then he looked for his finest brush and his whitest paint. He began **right on the window pane to paint a beautiful picture.** He painted a river with trees on either side. A beautiful moon he hung in the sky, amid some soft, billowy clouds. And around the whole he put a border of flowers. Then he sprinkled it over with bright, silvery powder, until it glistened and shone like his own bright eyes.

As he worked he could see the mamma and the child in her arms. He could see the fire burning brightly. He could even hear the fire crackling and sputtering for him to go away. But Jack Frost only worked the harder. He didn’t mind the fire’s scolding. The little child’s picture must be painted. At last it was finished and he put aside his brush and ran swiftly away.

In the morning when the little child awakened she looked over at the window and cried joyfully: “Mamma, see this beautiful picture!” and the mamma saw the river and the trees, the silvery moon and the border of flowers.

“’Tis from Jack Frost, dear. Your first valentine.”

ELEVENTH ANNUAL MEETING OF THE INTERNATIONAL KINDERGARTEN UNION, ROCHESTER, N. Y., APRIL 26, 27, 28 AND 29, 1904.

The Rochester Board of Education and the Rochester Kindergarten Association extend a cordial invitation to the members and friends of the International Kindergarten Union for the meeting April 26, 27, 28 and 29, 1904.

Headquarters Hotel Powers and other hotels located in the center of the city which will furnish good accommodations to guests are: The Whitcomb, the Gerard and the Osborn hotels.

For information as to fares, hotels, room and board, or any and all inquiries, address either Miss Evelyn Holmes, Charleston, S. C., Corresponding Secretary and Treasurer; Miss Stella J. Wood, 307 South Ninth street, Minneapolis, Minn., Auditor; Miss Georgia Allison, 3439 Fifth avenue, Pittsburg, Pa.; Miss Ada Van Stone Harris, Chairman of Local Committee, South Fitzhugh Street, High School Building, or Miss Martha Brown, Corresponding Secretary, South Fitzhugh Street, High School Building. The same will be referred to proper committee and answered at once.

The social arrangements not being yet complete announcements will be made later.

The local committee urges that each person who expects to be present at any of the meetings will notify as early as possible the corresponding secretary of the local committee.

In order that there may be ample time and freedom for discussion the Conference of Training Teachers will be held April 26, the day before the opening of the general session. This conference will be open to all supervisors and training school teachers and will be held in the afternoon, with opportunity for a continuance of the discussion in the evening if considered advisable.

The general routine of the program is as follows (names of speakers, plans of meeting, railroad rates and fuller information will be given later in the month in the advance program, a circular of information which will be mailed to all branches and members and will be printed in the March number of the *MAGAZINE* and *Review*.)

Tuesday, April 26, 2 o'clock: Training Teachers' Conference.. Topic, "Practice Teaching in Kindergarten Training." Miss Nina C. Vandewalker, chairman.

Wednesday morning, April 27, 10 o'clock: Address of welcome and response. Reports of officers and delegates. Appointment of committees, etc.

Wednesday afternoon: Excursion arranged by local committee.

Wednesday evening: Addresses by prominent speakers, names to be mentioned later.

Thursday morning April 28, 9:30 o'clock: Parents' Conference. Mrs. M. B. B. Langzettel, chairman.

Thursday afternoon, 2 o'clock: Program in charge of Committee on Literature, Library and Magazines. Miss Emilie Poulsson, chairman.

Thursday evening: Reception arranged by local committee.

Friday morning, April 29, 9:30 o'clock: Business meeting. Report of Committee of Fifteen. Plans for the future. Election of officers, etc.

Friday afternoon, 2:30 o'clock: Closing session, program to be announced later.

Communications and letters of inquiry can be addressed to the following officers and chairmen of committees:

Miss Annie Laws, President, 818 Dayton street, Cincinnati, Ohio.

Miss Evelyn Holmes, Recording Secretary, Charleston, S. C.

Miss Stella L. Wood, Corresponding Secretary and Treasurer, 307 South Ninth street, Minneapolis, Minn.

Miss Lucy Harris Symonds, Chairman of Committee on Propagation, 82 St. Stephens street, Boston, Mass.

Dr. Jenny B. Merrill, Chairman of Committee on Foreign Correspondence, 112 East Eighty-first street, New York, N. Y.

Miss Georgia Allison, Chairman of Finance Committee, 3439 Fifth avenue, Pittsburg, Pa.

Mrs. Maria Kraus-Boelte, Chairman of Advisory Committee, Hoffman Arm, New York, N. Y.

Miss Nina C. Vandewalker, Chairman Committee on Training, Normal School, Milwaukee, Wis.

Miss Emilie Poulsson, Chairman of Committee on Literature, Library and Magazines, Leicester, Mass.

Mrs. M. B. B. Langzettel, Chairman of Committee on Parents' Conference, 29 West Forty-second street, New York, N. Y.

Miss Fanniebelle Curtis, Chairman of Committee on Nominations, 47 Pierrepont street, Brooklyn, N. Y.

Miss Susan E. Blow, Chairman of Committee of Fifteen, Cazenoria, N. Y.

Miss Ada Van Stone Harris, Chairman of Local Committee, Rochester, N. Y.

Attention is called to the fact that the List of Books issued by the Library Committee of the International Kindergarten Union in 1899 can now be obtained from Miss Stella L. Wood, 307 South Ninth street, Minneapolis, Minn., at three cents each or twenty-five cents per dozen. The lists would be useful to training classes, mothers' classes and kindergarten associations, as well as to individual kindergartners. The committee will be glad to dispose of the lists now on hand, and hopes that members of the I. K. U. will avail themselves promptly of this opportunity of buying the list at the lower price now charged.

A TWENTIETH CENTURY ROUND TABLE.

A department open to the informal discussion of question of importance to all practically interested in the nature of children, wheter as kindergartner, parent, grade teacher, or Sunday-school teacher.

HOW THE KNIGHTS VISITED THE KINDERGARTEN OF THE HORACE MANN SCHOOL.

Grace York, who contributed a year ago the charming article "On Transplanting," writes in an informal letter the following description of a knightly festival in the kindergarten attended by her small son at the Horace Mann School, New York:

"There was such a pretty festival at the kindergarten to-day. One of the classes of the Horace Mann School, decked with shields and lances from which floated pennants, marched to the kindergarten preceded by the teacher, carrying a beautiful little knight, in full panoply of war, on horseback. She had modeled the statuette herself and made a gift of it to the kindergarten. Following the teacher came a boy and girl carrying banners. After bowing very low the knights marched with high steps (like horses) all around the room; then they galloped. After that the teacher held a long wand and they leaped over it, in a very horsemanlike manner. One pretty feature was trying to catch on their lances rings which the teacher tossed in air as the knights galloped by. It was all most charmingly done, by those who succeeded and those who failed. After that the children pranced up to the kindergarten chicks and each took one of the tots for a gallop around the room to the most inspiring music. Then the presentation of the little white knight took place, with great applause. The solemn salute was again given, the slow music for the high-stepping followed, and the knights marched away with the wee people waving their handkerchiefs madly at them. It was all most delightful and quaintly ceremonial with bows on returning the captured rings, etc., etc."

MAMMA'S LETTER.

They had promised Robbie that, when he was six years old, he could go alone to the postoffice for the mail—a privilege he had long desired.

His sixth birthday came at length, and he waited impatiently for mail time.

Then he marched proudly away, whistling "Yankee Doodle," with his hands thrust deep into his pockets; and in a little while he marched back again, and triumphantly handed mamma a letter.

She kissed him and opened it quick. Then her face grew very pale; and, to Robbie's dismay, she sat down and cried.

Pretty soon she wiped her eyes and said sadly: "Your dear grandma is very sick, Robbie. They are afraid she will not get well." And then the tears came faster than before.

The next day mamma said: "It is time to go for the mail, Robbie. I don't expect a letter to-day, but there might possibly be one." So he started for the postoffice again, but slowly this time; and, altho his hands were in his pockets, he was not whistling "Yankee Doodle."

It wasn't fun to go for the mail, after all, he thought, as he trudged soberly along. He didn't want to bring letters to mamma if they were going to make her feel bad. He hoped there wouldn't be one to-day. If there should be, he believed he wouldn't take it to her. She didn't expect one, anyway. She said so. Well, he did hope there wouldn't be any.

But, when he asked, falteringly, for "Mr. Brown's mail, if you please," the postmaster smiled down at him and handed him, with the weekly paper, another letter.

Robbie hesitated a moment, then handed it back. "I guess I won't take this, Mr. Gibbs," he said. And Mr. Gibbs, who was in a hurry, put the letter in the box again without asking any questions, thinking the little boy was perhaps afraid of losing it.

"Not any letter?" said mamma, as she took the paper. "Well, I didn't think there would be one again so soon." And Robbie went out to play.

But his mind wasn't quite easy about the letter, and after he had gone to bed he told mamma all about it.

She didn't scold a bit. She seldom did scold, anyway. She just kissed Robbie and hurried downstairs.

Then papa put on his hat and hurried to the postoffice; and pretty soon mamma came upstairs again, her face glad as could be, and her eyes shining thru happy tears.

She hugged Robbie tight, and told him that this letter brought good news. It said that grandma was a great deal better, and they thought now that she would get well.

Robbie was very glad, too; but just as mamma started to go downstairs, he burst out crying.

"Why, what is it, dear?" asked mamma, coming back and stroking his curly head. "What makes you cry?"

"'Cause—I—I—I—wish—I'd brought you—the—happy—letter—my—own—self!" said Robbie, between his sobs, in great remorse; but mamma comforted him with the assurance that there would be plenty more happy letters for him to bring, and he was soon fast asleep.—*Carrie A. Parker, in Youth's Companion.*

SOME SUGGESTIONS FOR WINTER OBSERVATIONS.

Perhaps few of us are following the course of Venus in these early morns just now, but what glorious nights we have had in which to view Orion with his "Star Gemmed Belt," near by the sparkling Sirius, or Dog Star; higher overhead the Pleiades, the beautiful star cluster Cassiopeia (easy to find with its W-like form) and the Great Bear, with its tail hanging down to the north.

Have your children enjoy the beautiful also and night and dark will be robbed of half their terrors.

What could be more fascinating in these days of ice and snow crystals than to watch indoors the formation of crystals from various solutions—blue vitriol, sugar, salt, alum, chrome alum, giving violet, chromate of potassium, red, and bichromate the yellow crystals! And what lessons for us all in reverence for order, quietness and persistency or faithfulness to ideal in spite of circumstances that might seem to prevent realization. M. J.

MORE CRITICISM OF THE KINDERGARTEN.

There are kindergartens and kindergartens in this progressive country of ours. Read in *Good-Housekeeping* for February the article by William McAndrew and see in how far you agree with his criticism and in what way, if any, you can profit by what is said. Remember that the future of the kindergarten depends upon you. Be sure you are right. Then go ahead.

Do "Primary class teachers commonly say that their work is increased from five to ten fold by the task of trying to teach youngsters who have been kindergartened"? Again we say there are kindergartens and kindergartens. One complaint registered against the kindergarten—"that the children want praise for every trivial act or piece of work"—is in many cases a just one, tho perhaps the home as well as the kindergarten is at fault. What does Froebel say upon this point in the *Mother-Play of the Knights and the Good Child*:

"His power of discrimination is, however, feeble; therefore he is prone to confound what he may become with what he is, and to believe himself already the thing he would like to be. This confusion of the ideal and the actual is heightened by our own thoughtless folly, for seeing in the child some leaning towards the good, loving him for some budding promise of character, we treat him as if his possible achievement were a present reality, and thus feed his vanity and relax his will. . . .

"When your child begins to be attentive to the judgment of others concerning himself, you must solve a double problem. First, you must clearly discriminate what he is from what he may become and thru your conduct towards him must make him aware of this distinction. Second, you must clearly discriminate between his visible actions and their inner grounds or motives; otherwise you will foster in him a false conception of his own individuality."

CHANGE IN DATES OF THE N. E. A.

In view of the unusual demands on transportation lines and the crowded condition of the hotels of St. Louis which will prevail during the first week in July, the Executive Committee has voted to change the dates of the annual convention in St. Louis—announced for July 5 to 9—to the preceding week, June 28 to July 1, 1904. This change accords with the original preference of a large number of the teachers of the country, and also with the recently expressed desire of the local committee at St. Louis and the exposition authorities, who believe that more comfortable accommodations can be furnished and more successful meetings of the convention held at that time, with better opportunities for the study of the educational exhibits, than at a later date.

The committee regret the possible embarrassments which the change to the earlier date may cause in some localities, but trust that these will not be serious. The action has been taken after a careful consideration of all interests.

DEPARTMENT OF SUPERINTENDENCE, ATLANTA, FEBRUARY 23-24-25.

The outlook for the Atlanta meeting of the Department of Superintendence is excellent. Already 150 rooms reserved at the Piedmont Hotel (headquarters) are engaged, but there remain several hundred available rooms at the other excellent hotels within one or two blocks of the headquarters and the places of meeting. These rooms will be held for our members until February 10; after that date such rooms will be assigned as may be available at date of application.

Unusually favorable rates and ticket conditions have been obtained. All tickets from points in Western, Central and Southern Passenger Association territory are subject to extension for return until March 31. Side trip rates of one fare for the round trip are offered following the convention to all points within 150 miles of Atlanta.

It is hoped to secure the same extension of tickets in the territories of the New England, Trunk Line and Southwestern Passenger Associations.

The complete program will be published about Feb. 1, and will be sent on application to any of the officers of the department, to Mr. E. P. Burns, secretary of the local committee at Atlanta, or to the undersigned.

In all cases intending purchasers should inquire in advance of local ticket agents as to rates and ticket conditions.

IRWIN SHEPARD, Secretary.

PROGRAM FOR FEBRUARY.

PAPER TOYS.

MONDAY. *Circle Talk.* Toys made of iron, tin, wood and rubber recalled. Toys and gifts made of paper, such as cards, calendars, dolls, etc.

Table Periods. February calendar begun. Form of number work continued.

TUESDAY. *Circle Talk.* What paper is made of. Paper pulp made in kindergarten, by soaking up blotting paper. "Story of Papier Mache Elephant" (Child Garden, Vol. V, p. 106).

Table Periods. February calendar continued. Color work—a simple cutting design using standard, tint and shade of red paper.

WEDNESDAY. *Circle Talk.* What paper pulp is made of. Story of the ragman, who comes to children's houses. The mill to which he takes the bags of rags. (Kg. Stories, p. 132.)

Table Periods. Cardboard modeling of box or folder, in which to keep children's cards. Design work continued, using standard, tint, and shade of yellow.

THURSDAY. *Circle Talk.* How the rags are washed and cut into pulp in the paper mill. How the pulp is made into paper. How the paper is colored.

Table Periods. Painting exercise to show one way of coloring paper. Illustration of the ragman and his work.

FRIDAY. *Circle Talk.* The paper traced from the mill to the children's homes.

Table Periods. Finishing unfinished work. Design work continued, the standard, tint, and shade of blue being used.

SONGS AND GAMES FOR WEEK. Dramatization of ragman's work. Sense games, and toy games continued. Lullabies.

REFERENCES. Among Machines, p. 242.

ST. VALENTINE'S PAPER MESSENGERS.

MONDAY. *Circle Talk.* One of the uses of paper—to send messages to friends. Letters, birthday cards, Christmas cards, valentines, etc.

Table Periods. Cutting and mounting hearts for valentines. Folding exercise based on simple envelope.

TUESDAY. *Circle Talk.* Valentines children have seen or received described. What the pictures of hearts, birds, etc., on the valentines tell.

Table Periods. Finishing valentine. Heart-shaped picture frame wound with raphia.

WEDNESDAY. *Circle Talk.* Story of St. Valentine (Child Garden, Vol. VII, p. 96).

Table Periods. Building mail box and wagon with large blocks or appropriate gift. Finishing raphia frame.

THURSDAY. *Circle Talk.* Story of St. Valentine and the birds (Child Garden, Vol. V, p. 83).

Table Periods. Making heart-shaped needle books or pen-wipers. Finishing valentines.

FRIDAY. *Circle Talk.* How the children can be St. Valentine's helpers.

Table Periods. Free representation of anything in connection with Valentine's Day. Mailing and delivering the valentines the children have made.

SONGS AND GAMES FOR WEEK. "There are five little fingers" (Kg. Gems, p. 25). "St. Valentine's Day" (Holiday Songs, p. 4). "When You Send a Valentine" (Holiday Songs, p. 5). "Valentine Song" (Child Garden, Vol. VIII, p. 89).

OTHER WAYS OF SHOWING LOVE.

MONDAY. *Circle Talk.* The children's valentine experiences given. Other ways of telling people we love them. What letters tell us. Materials used in writing. The process of writing, addressing, stamping, and mailing letters.

Table Periods. Drawing or painting flowers, doves, hearts, etc., seen upon valentines. Building post office to which letters go when mailed.

TUESDAY. *Circle Talk.* Still other ways of telling people we love them. What the Christmas gifts told. Still another way—having our friends' pictures in our homes. Children tell of friends' photos. The pictures we saw in many windows last fall—Gov. La Follette's, Mayor Rose's, Pres. Roosevelt's, etc.

Table Periods. Making frames of various sizes of sticks or tablets. Folding frames for pictures.

WEDNESDAY. *Circle Talk.* Still another way to show that we remember and love people. The statue of Henry Bergh in City Hall Square; his kindness to animals. The statue of Solomon Juneau in Juneau Park. What Juneau

did to make people remember him. The Washington statue on Grand avenue.

Table Periods. Building monuments out of large blocks or appropriate gifts. Clay modeling of figure for statue.

THURSDAY. *Circle Talk.* Still another way of showing that we love people and remember them. The flags people put out when Prince Henry came to visit. The flags we will see next Sunday, and why. The flags on the Fourth of July. What they tell.

Table Periods. Painting flags. Building grand stands from which parades are seen.

FRIDAY. *Circle Talk.* The flags we see when we go to Soldiers' Home. Washington was a soldier. Why we love the soldiers. Why we remember Washington.

Table Periods. Making soldiers' tents from fifth gift or large blocks. Mount Washington's picture in frame made Tuesday.

SONGS AND GAMES FOR WEEK. Marching games. Contests of strength and skill. Patriotic songs. "A Song of Washington" (Holiday Songs, p. 10).

LOVE SHOWN BY OBEDIENCE.

MONDAY. *Circle Talk.* Children's experiences of Washington's birthday related. The soldiers and flags seen. The soldiers at Soldiers' Home. Their life and work. Their obedience.

Table Periods. Making Soldiers' Home in sand table. Cardboard modeling of knapsack.

TUESDAY. *Circle Talk.* The story of the soldiers who go to help their country. Their long journeys. The camps they build when they stop. Their obedience—why necessary.

Table Periods. Building camp with fifth gift or large blocks. Folding a soldier's cap.

WEDNESDAY. *Circle Talk.* Other people who are obedient. The men in the shops and the clerks in the stores. Results of disobedience—disorder.

Table Periods. Making sequence of store furnishings with appropriate gift. Playing store to illustrate the processes of buying and selling.

THURSDAY. *Circle Talk.* Other people who obey—the children in school and kindergarten. The children at home. Results of disobedience—disorder and discomfort.

Table Periods. Building school house with large blocks or appropriate gift, comparing it with dwelling house. Weaving a door mat.

FRIDAY. *Circle Talk.* Story showing results of disobedience. "The Little Rooster" (Boston Collection, p. 14).

Table Periods. Free cutting of chicken or cardboard modelling of chicken coop. Free representation.

SONGS AND GAMES FOR WEEK. Patriotic songs and games continued. Marching and running in various forms, with emphasis upon obedience to signals. Contests of strength, speed, or skill. Dramatization of camp life.

NINA C. VANDEWALKER.

SPECIAL EDUCATION TOURS.

THE LAND OF FROEBEL AND THE KINDERGARTEN WITH A TOUR THRU CLASSIC LANDS.

In this age of the world travel is an inseparable part of education. We no longer live in a small neighborhood or province. We live in a world and must know the world if we are to be ready to live in it. Travel was once a luxury; provincialism and local views were rather an advantage than otherwise. Now all is changed; provincialism is a handicap, a broad horizon is a necessity and with this has come a need not only of travel but of travel on a higher plane than that with which tradition has made us familiar.

For the most part travel is hasty and superficial. Tho the need of a thoro knowledge of other countries and civilizations is beginning to be keenly felt, very little has been done to supply that knowledge. Not much is accomplished by a rushing tour over the surface and around the outside of things. Something of deliberation and, above all things, something of serious purpose and competent leadership is necessary if anything is to come of it. Hasty and unintelligent travel is not the pleasantest kind. It involves all the annoyances and fatigues of travel in their most aggravated form. Its hurried sensations are less stimulating than the results of thoughtful travel. The points of greatest interest are often missed for lack of knowledge as to how and where to find them. More often still, the point is missed when they are found. It is one thing to find things, quite another thing to find or see their meaning.

The higher ends of travel can only be accomplished by co-operation. This is true of travel simply because it is true of everything. The best results in church work, school work, any kind of work come from co-operation and mutual stimulus. None of us amounts to much by himself. This fact is unfortunately obscured in connection with travel by the experience of parties who travel without organization or purpose or leadership, merely encumbering one another. Simply crowding together is as useless in travel as in education or anything else—perhaps more so—but real guidance and co-operation in the pursuit of worthy ends is as helpful here as elsewhere.

This is no matter of theory. The leader of this party can speak from an unusually large experience for one engaged each year in professional work of the value of such a trip as a great profes-

sional investment. It is not in the least as a mere summer's indulgence that the following trip is proposed. While we believe that nothing could be more delightful than a trip abroad and no kind of a trip more delightful than this, it is, after all, quite as much for profit as for pleasure that this trip is undertaken. That such an investment pays in an enlarged spiritual income for all life will probably be conceded, but it is not always appreciated that it pays in more concrete sense, increasing the market value of those engaged in all the higher lines of wage earning. The teacher, the librarian, in short, any one busied with the higher goods of our modern life, will find the trip worth double its cost and more in the enhanced market value of his services. This is not the greatest consideration, but for many, hesitating before so large an expenditure, it will and should be a deciding one. It pays to travel as it does to get a higher education. That which is the luxury of one age is the necessity of the next and this necessity as already upon us.

It is agreeable, however, to turn from material to spiritual consideration, and here we cannot too strongly urge the necessity of such a trip to every intelligent person. Nor is it a matter of indifference when the trip is taken. If you have attained the maturity that is necessary for thoughtful travel, no time should be lost. It is often said that it will do just as well to travel later, but all that presupposes that travel is profitable only while it lasts. On the contrary, travel is primarily profitable when it is over. Its profit is to be measured not in the sensations of the moment, but in the enrichment of life for all future. Every year postponed is a year's income lost. These losses, as postponement continues, become incalculable. An earnest effort to secure the advantages of such a trip at the earliest possible moment not only may be but must be the ambition of the participant in our twentieth century life.

The present tour is based on the experience of two years ago. The leader, finding herself in charge of a considerable party, and desiring that their trip should be as profitable as possible, entered into an arrangement with the Bureau of University Travel for a portion of the summer, with a view to ascertaining the much mooted advantages of their novel undertaking. The result surpassed her utmost expectations, and the entire time since has been spent in active planning to repeat the experiment on a larger scale and with more extensive co-operation. This organization is nothing less than a traveling university, making little use, to be sure, of text-

books and the library methods which are appropriate to a local institution, but, like the university, in charge of specialists of the highest attainments and representing departments appropriate for travel. Several of these specialists are devoted almost exclusively to the interpretation of art; one represents the department of history, another the department of Greek archæology and art, another that of Roman archæology and art, another that of music, and so on. Regular courses of lectures accompany the progress of this organized body of classes, and by the interchange of services of these specialists results are secured which are a simple revelation to those who have thought of travel as necessarily desultory and lacking in intelligent discipline. That which in the university is sometimes irksome and prosy becomes in the travel field under guidance of this kind infinitely inspiring and, in turn, things which the careless traveler passes by as mere oddities or enigmas which he cannot hope to understand, suddenly glow with unexpected meaning when interpreted by those who have penetrated deep into the secrets of the past. Nothing of pedantry or dry-as-dust erudition mars this wonderful work. Intense enthusiasm and strong and inspiring personality underlie the broad and thorough scholarship which characterizes the work throughout.

The present tour has been carefully arranged to combine two things; first, a brief trip in Froebel land. The value of such a trip to every kindergartner and teacher will be self-evident. Not that the land itself tells us Froebel's thought or particularly interprets his system or those that have developed from it, but there is something intensely vivifying in this as in other similar connections in coming into actual contact with the scene of such a man's labors. It is easy to understand systems in an abstract way, but there is the greatest danger in lapsing into the abstract. We understand but we do not realize. We comprehend but we do not feel. This brief sojourn in these places, so rich in associations as well as in scenic attractions, cannot fail to give new vitality, as well as new meaning, to that which the spiritual descendants of Froebel hold dear.

The second aim has been to affiliate the tour as closely as possible with the work of the Bureau of University Travel. In particular, we have aimed to co-operate with them throughout Italy and Greece. It is in these countries that their work naturally finds its greatest opportunity, and it is here that their system is at its best. No possible interest elsewhere could compensate for any loss at

this point. Fortunately this has been entirely feasible. The leader will have general charge of the party throughout and will be in sole charge through the Froebel district; but arrangements have been made for the rest of the trip to secure the full benefit of the specialists employed by the Bureau. All the more serious interests of art, archæology and history will be interpreted by them, this party sharing on the same footing as their own, the benefits of their work. Lectures given at hotels in regular courses will be open to members of this party. For the Greek tour a special steamer is secured by the Bureau on which this party will have passage on the same terms as their own. This gives access to places in Greece of the utmost importance and hitherto quite inaccessible to the ordinary traveler. The writer can testify from personal experience to the boundless inspiration of this tour, having been a member of the first cruise thus conducted by the Bureau. Since that time conditions have been greatly improved, this portion of the work having grown enormously and justifying much more elaborate preparation.

This is the first time that a tour has ever been planned for kindergartners and their friends, including both the Froebel land and the classic countries, on such a basis as that here outlined. Many a kindergartner has taken this trip to the haunts of Froebel and gotten from the visit something of the inspiration that it has in store for us, but none such have ever enjoyed at the same time the advantages of University Travel, and, in turn, the thousands that have enjoyed these latter advantages have been debarred from the former. It is needless to say that the kindergartner is by temperament and training peculiarly fitted to enter deep into the spirit of such work. Full of enthusiasm, with eyes wide open for facts and seldom content with mere phrases, this contact with reality, this concrete reminder of the world's greatest achievements cannot fail to be for those to whom this tour appeals of exceptional interest. And if this comes as an exceptional inspiration to the party, it must by so much the more have exceptional inspiration for each member who joins it. Enthusiasm multiplies by contact with the enthusiastic, and all worthy purposes are strengthened by the consciousness that they are shared by our companions.

Reading will be suggested for those who wish to prepare during the coming months for the still greater enjoyment of the trip. It must not be imagined, however, that those who do not read will

travel unprepared. The preparation required is more one of the spirit than of the mind. Reading is indeed helpful, but open eyes and teachable spirits are after all the best preparation.

This insistence upon the extraordinary intellectual advantages of the tour and the suggestion of preparation may be easily misleading. This proposition is addressed to busy people who have oftentimes but a slender margin of surplus vitality and who justly look forward to the summer as a time of recreation. It would indeed be a grave oversight if this want were forgotten or neglected. It is, on the contrary, peculiar to the organization referred to that all work conducted under their auspices makes ample allowance for recreation. The heavy work is confined to the forenoon as far as possible, the afternoon being reserved for lighter interests, and, above all, for rest. There is plenty of time for the afternoon nap, and abundance of time for the pure joy of living, which is so large a part of the satisfaction of a trip like this. The aim is to make the trip profitable, not burdensome. In true kindergarten spirit we believe that the best work is, after all, first cousin to play. It is, therefore, in the spirit of intensest enjoyment, not at all in that of drudgery, that the trip will be planned and carried out. Every care will be taken to make the trip a true restorative to those who start with depleted vitality. Such may confidently expect to return to their work in the fullest vigor as well as with pleasant memories of new and inspiring ideals.

An early consideration of the whole trip is earnestly advised. The most liberal possible arrangements are offered in connection with the uncertainties of travel. Those who join, paying the usual deposit of \$50, will be allowed to withdraw at any time, even up to the day of sailing, without forfeiting any part of their deposit. But early applications are imperatively necessary if the best accommodations are to be secured.

Correspondence is solicited on any point. Address,

MRS. MARY BOOMER PAGE, 40 Scott street, Chicago, Ill.

Note.—To avoid confusion the alternative tours here outlined retain the numbers assigned to them by the Bureau of University Travel. Mrs. Page accompanies Tour 25 throughout and this is recommended in preference to either of the others. To accommodate those who may join the party without wishing to visit the Froebel District Tour 26 has been arranged in conjunction with another Bureau party. Tour 27 offers the Eastern German cities

with the two chief performances at the Bayreuth Festival as an alternative to Greece.

Sundays in Italics.	TOUR 25. 87 DAYS, \$625.	TOUR 26. 87 DAYS, \$625.	TOUR 27. 87 DAYS, \$650.
June 11	New York	New York	New York
June 18	London	London	London
June 19	London	London	London
June 20	London	London	London
June 21	London	London	London
June 22	Oxford, Windsor	Oxford, Windsor	Oxford, Windsor
June 23	Warwick, Kenilworth	Warwick, Kenilworth	Warwick, Kenilworth
June 24	Stratford-on-Avon	Stratford-on-Avon	Stratford-on-Avon
June 25	Paris	Paris	Paris
June 26	Paris	Paris	Paris
June 27	Paris	Paris	Paris
June 28	Paris	Paris	Paris
June 29	Paris	Paris	Paris
June 30	Paris	Paris	Paris
July 1	Paris	Paris	Paris
July 2	Paris	Paris	Paris
July 3	Brussels	Brussels	Brussels
July 4	Cologne, The Rhine	Cologne, The Rhine	Cologne, The Rhine
July 5	Mainz, Frankfort	Lucerne, Berner, Oberl'd	Mainz, Frankfort
July 6	Eisenach, Weimar	Interlaken, Berne	Eisenach, Weimar
July 7	Jena, Keilhau	Zermatt	Jena, Keilhau
July 8	Blankenb'g, Schwarzb'g	Gornergrat	Blankenburg, Schwarzb'g
July 9	Eisenach, To Lucerne	Simplon Pass	Eisenach, To Lucerne
July 10	Lucerne	Pallanza	Lucerne
July 11	St. Gothard's Pass	Italian Lakes	St. Gothard Pass
July 12	Milan	Milan	Milan
July 13	Milan	Milan	Milan
July 14	Venice	Venice	Venice
July 15	Venice	Venice	Venice
July 16	Venice	Venice	Venice
July 17	Venice	Venice	Venice
July 18	Venice	Venice	Venice
July 19	Florence	Florence	Florence
July 20	Florence	Florence	Florence
July 21	Florence	Florence	Florence
July 22	Florence	Florence	Florence
July 23	Florence	Florence	Florence
July 24	Florence	Florence	Florence
July 25	Florence	Florence	Florence
July 26	Florence	Florence	Florence
July 27	Florence, Pisa	Florence, Pisa	Florence, Pisa
July 28	Rome	Rome	Rome
July 29	Rome	Rome	Rome
July 30	Rome	Rome	Rome
July 31	Rome	Rome	Rome
Aug. 1	Rome	Rome	Rome
Aug. 2	Rome	Rome	Rome
Aug. 3	Rome	Rome	Rome
Aug. 4	Rome	Rome	Rome
Aug. 5	Rome	Rome	Rome
Aug. 6	Rome	Rome	Rome, To Capri
Aug. 7	Brindisi	Brindisi	Capri
Aug. 8	Corfu	Corfu	Pompeii
Aug. 9	Eleusis	Eleusis	Naples
Aug. 10	Athens	Athens	Naples, To Rome
Aug. 11	Athens	Athens	Orvieto
Aug. 12	Athens	Athens	Siena
Aug. 13	Athens	Athens	To Trent (night ride)
Aug. 14	Athens, Egina	Athens, Egina	Trent
Aug. 15	Mycenæ, Tiryns	Mycenæ, Tiryns	Innsbruck
Aug. 16	Delphi	Delphi	Munich
Aug. 17	Olympia	Olympia	Munich
Aug. 18	Ithaca	Ithaca	Munich
Aug. 19	To Naples	To Naples	Bayreuth (Tannhauser)
Aug. 20	Pompeii, Sorrento	Pompeii, Sorrento	Bayreuth (Parsifal)
Aug. 21	Capri	Capri	Dresden
Aug. 22	Naples	Naples	Dresden
Aug. 23	Naples	Naples	Berlin
Aug. 24	Naples (Sail)	Naples (Sail)	Berlin
Aug. 25			Berlin
Aug. 26			Berlin
Aug. 27	Gibraltar	Gibraltar	Bremen (Sail)
Sept. 6	Due in New York	Due in New York	Due in New York

FIELD NOTES.

In December passed away in Chicago one of the few folk in America who knew intimately Frau Luise Levin Froebel. Mrs. Arnold H. Heinemann (whose husband edited the interesting Froebel correspondence) had long been resident in Chicago and the editor remembers with unique pleasure an afternoon spent in her cosy parlors. Frau Froebel was godmother to Mrs. Heinemann's little son, and the two women were close correspondents. There were many Froebelian souvenirs shown that afternoon—some handwork of Frau Froebel's autograph letters, original editions, etc. But best of all was the charming atmosphere permeating that beautiful German home.

Dr. R. A. White, of the Stewart Ave. Universalist Church, officiated at the funeral. He spoke something as follows, speaking first of her devotion to her home and to her children, and the common interest of both Mr. and Mrs. Heinemann in matters of modern education, especially in the kindergarten. He referred to Mrs. Heinemann's genial, wholesome, womanly nature, sincere and genuine, and whose enthusiasm over matters in which she was interested seemed literally to bubble over into her speech and actions, and her adopted language seemed scarcely pliable enough to express her enthusiastic thoughts. One chapter of her life was referred to with which not so many of her friends were acquainted, that was her first kindergarten experience in her German fatherland. Some time after the death of Froebel, when his ideas were just beginning to take root in the soil of the German mind, a kindergarten was established at Brunswick, Mrs. Heinemann's birth city, which, while incorporating the methods and spirit of Froebel, was peculiar in the fact that it applied music very largely in interesting and holding the children's attention. This kindergarten might be called a musical kindergarten. Mrs. Heinemann, then a young girl, asked to become an assistant. She soon showed, not only a profound and intelligent interest, but proved herself a peculiarly competent kindergartner. Here Mrs. Heinemann acquired that deep interest in kindergarten work that characterized all the latter years of her life. It was also during her service in this school that Mrs. Heinemann formed an acquaintance, and began her life-long friendship with Frau Froebel. Frau Froebel, who was continuing her husband's noble work, visited Brunswick for the sake of inspecting the musical kindergarten. There she met Mrs. Heinemann, was entertained at her father's home and from that day until Frau Froebel's death a few years ago, an intimate and tender friendship existed between these two women, a friendship which even the wide reach of an intervening sea could not sever. Looking upon the fine portrait of Frau Froebel, whose benign eyes seemed turned towards the face of our dear friend Mrs. Heinemann, as she lies in peace in this last sleep, may we not believe that already these two friends have found each other again? Her life was quite unassuming, but rich in all good things of mind and spirit.

A CITY SUPERINTENDENT WHO SHOULD BE KNOWN TO KINDERGARTNERS. We printed in our January number the excellent program planned for the year 1903-4 by the Helena (Montana) Kindergarten Council. The organization of this Council was brought about at the instance of Superintendent of Schools Prof. Randall J. Condon, thus:

In September he called together all the public and private kindergarten teachers in the city and suggested that they form a Council for mutual benefit and for a discussion of topics pertaining to the work. The suggestion was received with much favor, with the result the "Helena Kindergarten Council," the first kindergarten organization in Montana and the first in the Northwest.

They have a kindergarten in connection with every primary school building, with, in the words of the superintendent, "bright, well-trained teachers in charge," receiving a salary of \$80 or \$85 a month. The rooms, equipment and supplies are modern in every sense, and the most progressive work is being done. The work has a strong support among the people and the last two things they would be willing to lose from the school system are the kindergarten and manual training.

At the October meeting, after a very bright and intelligent discussion of the Aims, Principles and Practice of the Kindergarten and its essential place as an integral part of the entire school system, the superintendent announced that he would like to have every member express in the form of a "creed" her ideals of the kindergarten and its work, etc. These creeds were to be submitted to him unsigned and he was to furnish each member with copies of all the creeds, and at the November meeting they were to select by vote the one which they thought best expressed the kindergartner's belief in her work. The result of the vote was the selection of the one written by Superintendent Condon. On recommendation two new kindergartens were opened last September and the age of admission lowered from five and a half to five years.

KINDERGARTNER'S CREED.

The kindergartner's creed above referred to is as follows:

"Heaven lies about us in our infancy."

"I believe in little children as the most precious gift of heaven to earth. I believe that they have immortal souls, created in the image of God, coming forth from Him and to return to Him. I believe that in every child are infinite possibilities for good or evil and that the kind of influences with which he is surrounded in early childhood largely determines whether or not the budding life shall bloom in fragrance and beauty, with the fruit thereof a noble, God-like character.

"I believe it to be the mission of the kindergarten to

Step by step lift lad to good;
Without halting, without rest,
Lifting better up to best.

"I believe in play as the child's normal effort to understand himself through free self-expression; and I believe, too, in work, but work that is joyous, and that the joy in the doing comes largely from the well-doing.

"I believe in freedom, but not in license; in prompt, cheerful obedience; in accuracy, regularity, punctuality, industry and application; that wisely directed self-activity should result in self-control, in self-forgetfulness, in an increasing desire to choose the good, true and beautiful, and to contribute to the happiness of others. I believe in cultivating the intellect and the will, but I believe, too, in soul-culture and that out of this cultivation comes the more abundant life bringing forth the fruits of the spirit—kindness, gentleness, joy, peace, truth, faith, hope, love, reverence for God, for each other, and for all His lowly creatures.

"I believe that the white city of God, with its river of life and its tree of life, is the divine type of the kindergarten with its life-giving love, sunshine and companionship, and its symmetrical unfolding of all the beauties of child life—physical, mental, moral, spiritual.

"I believe that the work of the kindergartner is the holiest and happiest of all earth's tasks.

"To this work, Father, I believe Thou hast called me, and to it I give all that Thou hast given to me of insight, and wisdom and strength, and love and gentleness and patience and humility."

The following are the members of this Council: Prof. Randall J. Condon, Mrs. E. Stanton Hodgin, Mrs. H. L. Glenn, Mrs. H. C. Carpenter, Helen L. Kingsbury, Bertha L. Johnson, Clara R. Crins, Julia Boten, Florence L. Gage, Myra G. Clark, Ethel Booker, Maggie V. Smith, Edith E. Kennedy, Jessie Wear, Katherine Blacker, A. Louise Bean, Genevieve E. Boag, Nellie D. Moulton.

In our January number we had expected to print an extended report of the kindergarten lectures of the Northeastern Wisconsin Teachers' Association that met at Sheboygan in the fall, but the announcement of the proposed change of location of the Froebel Memorial House, in Germany, which came at the last moment and had to be put into that number, crowded the other out, much to our regret.

TWO VALUABLE BOOKS.

LAURA BRIDGMAN, Dr. Howe's Famous Pupil and what he taught her. By Maud Howe and Florence Howe Hall. To the psychologist and the educator the story of how Laura Bridgman was led from darkness into light has been of surpassing value. Dr. Howe's annual reports in which he detailed the steps in her progress were eagerly awaited not only by the specialists but by the general public as well to whom the tale was as thrilling as any of the latest romances. This latest book on the subject tells the story with a completeness lacking in all previous publications and under conditions which make it of peculiar value. The substance of the matter is taken from Dr. Howe's records, Laura's own journals (think of it, a blind deaf mute keeping an intelligent and an intelligible journal) and extracts from the journals of different teachers. These, Dr. Howe's two daughters have put together with much skill, assisted by their noble mother, who for so many years companioned Dr. Howe in all of his advanced humanitarian undertakings.

Laura Bridgman was born in Hanover, N. H., in 1829, her father a substantial farmer, her mother a woman of energy, ability and intelligence; the home a typical New England one.

When two years old scarlet fever deprived her of sight and hearing, leaving her with practically no sense but that of touch.

Thru those earliest years before Dr. Howe took her in charge she had one great, kind friend, an eccentric bachelor, Asa Tenney, with whom she roamed thru field and wood, he teaching her a few elementary ideas. Her mother, a busy housewife, had but little time to give to the little afflicted child, whose only plaything was an old boot, her doll.

Dr. Howe first heard of her in 1837 and hastened with all speed to her rescue, eager to attempt with her what psychologists and physicians had up to this time pronounced impossible.

We learn that she was a comely child with the nervous temperament that indicated sensibility, activity, capacity. She knew the form, weight and density and temperature of things in the house. She would follow her mother about when at her work, clinging to her dress and feeling of her arms and hands when she was doing any work. She loved to be noticed and caressed.

Taken to Boston to the Perkins Institution, Dr. Howe with infinite patience day after day pursues the plan by which after endless repetitions he hopes to get her to "perceive the analogy between the signs he gave her and the things for which they stood." This accomplished, the first step was taken which made all the successive progress possible, if very slow and tedious. This is how he describes that moment which opened up a world not only to Laura Bridgman but to all others suffering under the same affliction, and which makes one feel that no defect is beyond the reach of loving, persistent effort:

"The poor child had sat in mute amazement, and patiently imitated everything her teacher did: but now the truth began to flash upon her, her intellect

to work, she perceived that there was a way by which she could herself make up a sign of anything that was in her own mind and show it to another mind, and at once her countenance lighted up with a human expression; it was no longer a dog or a parrot; it was an immortal spirit, eagerly seizing upon a link new of union with other spirits."

We have purposely omitted giving the detailed steps. The book gives them fully. What a contrast between this just awakened spirit and the child of whom we read one year later:

"Thus her mind dwells in darkness and silent stillness, as profound as that of a closed tomb at midnight. Nevertheless she seems as happy and playful as a bird or a lamb. She is fond of fun and frolic. When left alone she seems very happy if she has her knitting or sewing, and will busy herself for hours.

When playing by herself she sometimes purposely spells a word wrong with the left hand, looks roguish for a moment, and laughs, and then with the right hand strikes the left as tho to correct it."

The paragraph describing a chance meeting with a friend in the hall presents a most winning picture.

The notes from reports and journals are replete with suggestions for educators. The contrast between Laura and Julia Brace, a mature woman who blind and deaf, had had no such training, deepens one's sense of what has been accomplished in the case of the little nine-year-old. Reading, writing, geography gave her little trouble, but arithmetic she did not like and strongly objected to her teacher "skipping about" when hearing the multiplication table.

The writers of this interesting biography give due credit to the patient teachers of the little girl, a patience and devotion rarely found for labors requiring such mental strain and fatigue. We perhaps best realize this strain when we read that Miss Paddock, one of the doctor's most loyal and efficient helpers to the day of his death, could not keep up the role of special teacher. A teacher in the girls' school she for a term devoted herself to Laura, but finally went to the doctor and told him that she could endure the dumbness and stillness, the terrible silence no longer and begged to go back to her old work. The other devoted teachers were Miss Mary Swift, Mary Rogers, Sarah Wight. In thinking of what was accomplished for the afflicted we must also think of the joy that extended to her family and friends. Laura Bridgman was able to write to her mother and even taught her the manual alphabet. Who can imagine the depths of joy thus stirred when a way was opened for the communication of mother and child. The following letter to Mr. Tenney contains so much that is characteristic of the child's mind and spirit that we give it in full:

My Dear Mr. Tenney: I thank you for the box of pins with very much. I like them very well. We could not understand your letter, for you did not write it very good and the words were very funny and I wish that you could write much better as we do. Dr. Howe will come home next June. I am very well. I am fourteen years old. Dr. has got his wife, her name is Mrs. Howe. Miss J. is working on a very nice worsted chair for Mrs. Howe. Do you ever pray to God to bless me. I always think of Him and Heaven and my soul and being good, for Him to invite me to come to his Heaven. I love him the best of any one in the world. My friend, goodbye.

The details of her daily life are fully given; her visits to friends, her occupations and pleasures and what an industrious woman she was, and how capable. Devoted to her friends and the institution she nearly dies of homesickness when after years of student life it has been decided that her place is in her own family home, and to save her, she is brought back to the Institute where her home is thenceforth. When Dr. Howe dies he provides for her in his will. In 1887 she celebrates on her fifty-eighth birthday her jubilee year at the Institute, and dies two years later, much beloved by friends on both sides the ocean.

This is an interesting statement concerning the child's moral opportunities.

"It is a remarkable and most gratifying fact, that she adopts and follows with greater readiness and facility any regulation founded upon what may be called natural minor morals, than one based upon mere arbitrary social conventionalism. She does not forget nor violate any rule of conduct in which the feelings or rights of others are concerned but she is apt to forget such a rule as that one should not rise from the table until others have done eating."

Of her the spiritual nurture what he has to say is full of suggestion. He felt deeply his high responsibility. "It is not to be doubted that she could be taught any creed dogma or and be made to give as edifying answers as are recorded of many other wonderful children to questions on spiritual subjects. Unaided by precedent in this case one can look only to the book of nature, and that seems to teach that we should prepare the soul for loving and worshiping God by developing its powers, and making it acquainted with his wonderful and benevolent works, before we lay down rules of blind obedience."

Other letters and notes reveal more clearly how wise were the doctor's theories and plans in regard to her religious education. There is much food for reflection offered here for those studying the question of the moral education of children in the schools.

We have given these few notes in the hope that they will induce all of our readers to obtain this important and fascinating book. The education of Laura Bridgman, representing as it does one of the most remarkable achievements of man since time began will inspire and encourage all explorers in untried fields and sustain them when the way seems long and tedious. In the words of Dr. Howe, "Obstacles are things to be overcome."

Included in the volume are the beautiful poetic tributes of Whittier, Holmes, Brooks and Channing, Sanford's article on the "Writings of Laura Bridgman," numerous valuable notes and several illustrations. Little, Brown & Co., Boston. \$1.50.

The Psychological Index, No. 9, is a bibliography of the literature of psychology and cognate subjects for 1902, compiled by Howard C. Warren, of Princeton University, with the co-operation of Jean Philippe, Paris, and W. H. R. Rivers, Cambridge, Eng. It indicates that in the year 1902 there were printed in books and magazine articles 2,628 publications in both English and foreign languages. Price 75 cents. Sent without charge to the subscribers to the Psychological Review, edited by J. Mark Baldwin.

Some Silent Teachers. By Elizabeth Harrison. "The Use of Environment in Education" might well have been the explanatory sub-title of this most recent of Miss Harrison's volumes. It is the second in a trilogy of which the widely read "Study of Child-Nature" is the first. This, it will be remembered, treats of the training of the inherited instincts of children. Important, however, as are both heredity and environment in their influence upon character, the soul may become superior to both, and as Miss Harrison says in her introduction, man, "when he cannot realize his ideals, can idealize his reals." This creative, overcoming self-activity is to be the theme of the third in the series. In the one before us it is not the restricted environment of nursery or school room that is considered, but rather the educational value of a few universal influences such as are indicated by the titles "Our Shop Windows," "Dumb Stone and Marble," "Influence of Color," "Great Literature." What use can we make of the shop window in child training? They may be to us "merely places where merchants exhibit their merchandise which they hope we will purchase, or they may be great, illustrated volumes filled with illustrations of the processes of the industrial world or the world of art; in fact the whole history of civilization. In them are to be found chapters in anthropology, evolution, sociology, morals, ethics and poetry, illustrated true to life." * * * "Man's conquests over matter, time and space are all written here." The chapter is richly suggestive and we commend it to the attention of all shopping mothers, who have here undreamed of points of departure for culture of the child. Problems sociological and psychological our writer finds suggested by the displays in the shop windows, and "opportunities for discipling the moral will," for "we are forever choosing and our choosing makes our living."

The second chapter shows how modern architecture expresses the soul of modern life, as the ancient Egyptian, Greek, Roman, Gothic voiced the spirit of their times. It is a concise but fascinating summary of man's evolution as expressed in the noblest of arts. What is the spirit of today as we read it in our skyscrapers? "We find 'the great stone giant' which in the cathedrals of Europe lay prostrate upon the earth with only his arms and fingers stretched upward, as if crying for help, now standing erect upon his feet. Having cast off the heavy garment of stone, he rises fifteen, twenty stories high in his new and lighter clothing of terra cotta and brick. 'He no longer points upward,' says Dr. Snider in a lecture on American architecture, 'but stands erect and looks outward. He can bend before the gale, yet withstands the mightiest storm'—true symbol of the democracy that has created him!" In noting the architectural expression of the spirit of times past the religious edifices have been taken as types—in describing modern architecture it is the vast teeming business houses Miss Harrison has undoubtedly had in mind. But just as a business house now includes many departments, so it is interesting to record the most recent expression in architecture of man's religious aspirations. Lincoln Center, in Chicago, is the new home of All Souls' Church, housing, beneath the one roof, church, home and settlement activity. With its five stories and a basement, its bricks of chocolate color,

its four faces, "honest and clean," it "stands erect upon its feet," fit expression of its motto:

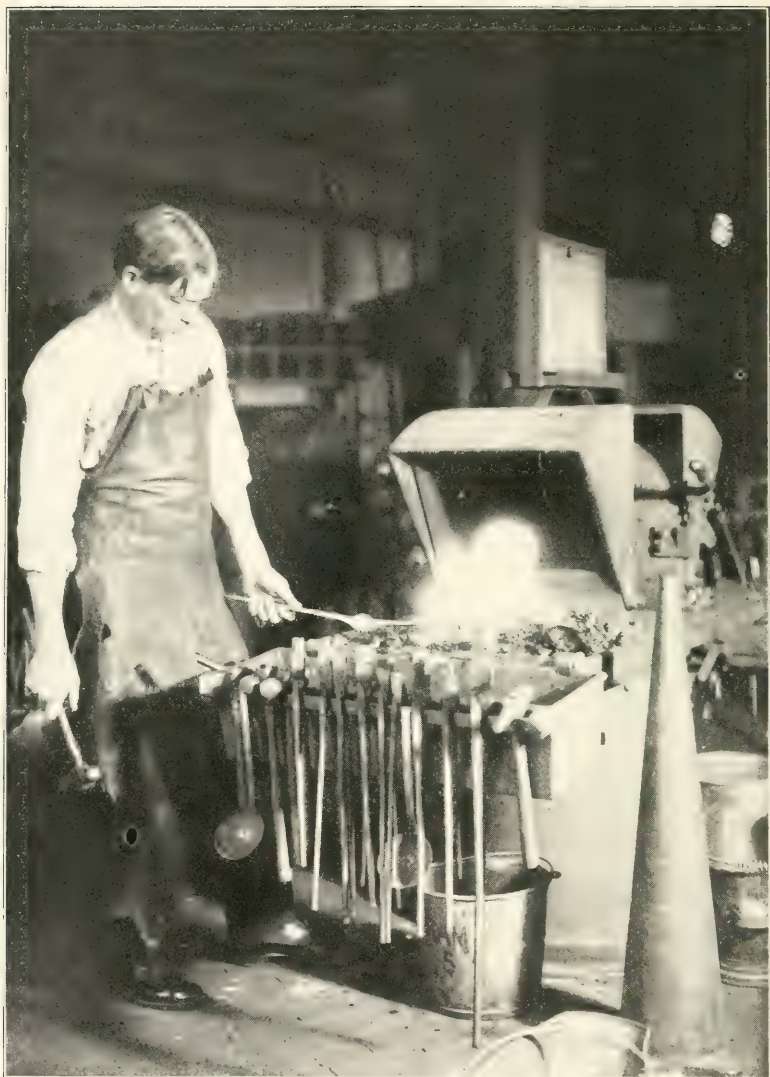
"In the interest of morality and religion, as interpreted by the growing thought and purest lives of humanity, hoping thereby to bear one another's burdens and promote truth, righteousness and love in the world."

Other modern characteristics as expressed by our present buildings are also noted and interpreted by Miss Harrison, for which we cannot find space. The chapter on the "Influence of Color" will surely give sight to many who are blind and will thereby add much to the joy of the world. The part played by color in the rituals of old is recalled and the conviction expressed that there is a color art analagous to that of sound and that in the future we may see color symphonies as now with rapt attention we listen to those of sound. Thus the possibility of a new world of joy and inspiration opens before us. In the pages on "Great Literature," Homer, Dante, Shakespeare and Goethe are shown to be the great companions from whom we may learn the deep secrets of the human heart, its weakness, its strength, its passion, pain, and aspiration, and to whom we may turn for encouragement and inspiration. Their service to us in the education of the child is illustrated thus: "Who can study the play of Macbeth and not realize the transformation which is going on as the brave and loyal soldier is slowly changed, by gnawing ambition, into the cowardly and superstitious traitor? Is there no warning in this for us? Do we not to often awake and feed wrong ambitions by undue praise, unchecked by the sense of responsibility which should always accompany the realization of added power? Do we always remember that added strength is added responsibility?"

Stories from actual experience make each good point thruout the book and enliven and add force to each argument. It is a book each mother should own both as an impetus to her own culture and as help to her in the true nurture of her child.—Sigma Publishing Company, Chicago.

The Ginn National Summer School of Music, now in its eighteenth year, is doing a good work for the public school music of America. This year they will have a session in San Francisco July 4 to July 16, and in Chicago July 25 to August 6. This is a practical training school for teachers and supervisors of music, the members of the faculty bringing years of experience to the work. The program provides for practical demonstration by instructors and students—normal training under critic teachers.

Mrs. Holden will contribute to the March number of the KINDERGARTEN MAGAZINE a paper on the practical application in the kindergarten of the point made in her January article.



FORGING—MECHANICS INSTITUTE, ROCHESTER, N. Y.

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TWENTIETH CENTURY SERIES.

SOME PRACTICAL SUGGESTIONS ON THE ETHICAL TRAINING OF CHILDREN.

FRANCES COOKE HOLDEN.

IT IS essential, in considering some of the means which may assist the growth of the ethical life, to keep our point of view clearly in mind. Basing the aim of moral training during the early years, upon a previous discussion of the development of the ethical sense in the child¹, it is obvious that its purpose is not primarily to give the child ethical insight. Its object is rather to assist a healthful physical development as a good foundation for sound morals; to select native impulses and capacities which may acquire ethical significance, and strengthen or repress them, giving them a bent in the right direction by making habitual their appropriate motor reactions; to make these habits progressive, placing ideals of action before the child which take hold of his desires and emotions; to help him to feel the compulsion of a higher law than that of individual will, a law which all men are called upon to obey; in short, to establish an organized set of reactions and experiences, as points of reference for the future development of ethical insight and the higher moral life.

Too much emphasis cannot be placed upon the necessity of nourishing food, sufficient sleep, fresh air, and cleanliness of person on moral, as well as physical grounds. It is safe to say that, in general, the healthy child is the good child. When a young child goes to bed at nine or ten o'clock, after a supper of fruit cake and preserves, or a hearty dinner, it is pretty certain that he will be disobedient and quarrelsome next day; and this peevishness and disobedience are becoming habits which will cling to him in better

¹Holden, Frances C. *The Origin and Development of the Ethical Sense in the Child.* KINDERGARTEN MAGAZINE, January, 1904.

hours. I knew a mother, a minister's wife, who called her little girl of seven to get up and dress after half past eight o'clock at night, in order that she might play with a neighbor's child who had come to see her at that hour. Parishioners must not be offended! I am amazed when I realize how many mothers there are of my own acquaintance, otherwise intelligent women, who do not realize the necessity of sleep and proper diet for their children. Kindergartners and primary teachers are giving more and more intelligent attention to hygienic surroundings, and to signs of fatigue in the child. They have still a wide field of usefulness in discussing some of these topics in the mothers' meetings, and child study circles.

Physical well being has a moral value, and there is also an emotional reaction of the child to order, cleanliness, and beauty in his environment. This reaction is usually unconscious, but occasionally strong contrasts cause it to rise into consciousness, and find expression similar to that of Clara, a little German girl who had been in Kindergarten only a few weeks. At first Clara was impassive, almost sullen, but one morning as she crossed the room her face was all aglow as she burst forth impulsively: "I don't want to go to that German school! It's dirty and dark. The Kindergarten is pretty; it's clean. I like the pretty colors; the flowers; the pictures. I like the Kindergarten."

This pleasure was soon apparent in Clara's happy face, her cleaner clothes, and kindly ways. Good behavior, as the result of harmonious surroundings, was more clearly apprehended by a little girl of nine years, who said to me:

"Do you know, Miss Smith has the best grade in school; she hasn't one bad child."

"Indeed!" I exclaimed, "Isn't that good! How does it happen?"

"If you'd go in there and see all the pretty things she has, you'd know how it happens! Have you seen her new shelf with a pretty curtain, and all her plants, and pictures, and birds' nests, and white curtains at the windows? And she never lets her flowers get old and withered. She fixes 'em fresh every night—great big bouquets of sweet peas! Why, the children can't help being good in Miss Smith's room."

"What about your room?"

"Oh, ours is dark, and the flowers are always withered."

"Then you are strong enough to be good without the pretty things, aren't you?"

She looked doubtful, and hesitated a moment. "I don't do anything very bad, but I *feel* like it. I'd like to punch Miss X——, and I'd like to pound that mean boy that thinks he's so smart. Oh, I'd like to *pound* him!"

I felt a sense of shock at this outbreak from a usually quiet, well-behaved little girl. However, I resisted the temptation to preach. I did not even suggest that she take Miss X—— fresh flowers to replace the old ones. She had no doubt already considered and rejected this alternative. I told her a story about a hot afternoon in the laboratory. A desert wind was blowing; the sun poured down, and the air was full of fine dust. Everybody was tired and cross. I was trying to count the bones in a little fish, but they dropped on the floor and wouldn't stay in place. Finally I saw a boy across the room with such a terrible scowl on his face that there was a kind of a cañon between his eyes, and his eyes were two deep caves. I laughed, and for a minute I forgot how mean I felt, so I concluded to keep on laughing, and I went around the laboratory grinning all the rest of that afternoon. I got my bones counted, and counted right.

She gave an amused little chuckle, as she replied, "Well, maybe if I play Cheshire cat I'll feel better. How's this?"

The Kindergartner and teacher may surround the child with the best environment at her command, but if she can also create a conscious ideal of order and cleanliness she will furnish a "copy" which will mould the child's spontaneous imitations. A clever method is described by Miss Salisbury in *Primary Education*,¹ as follows:

"It was a dismal morning in March. A rap was heard on the door of the * * primary room * * . Miss R—— opened it and there was Hannah, a short, fat, India rubber doll. Pinned to her dress was this note:

Dear Miss R——:

Please let me come to your school. I want the children to take care of me.

HANNAH.

* * * * In the afternoon the real care of Hannah commenced. From a box * * Miss R—— brought out a tiny bed made of a cigar box with spools glued on for legs. The bed was

¹Salisbury, Jean. When Hannah Came to School. *Primary Education*, April, 1899.

made up with white sheets, pillow case, and blankets, and a fancy pieced quilt and white spread. On the foot of the bed hung a night dress for Hannah. A little boy was very proud when selected to turn the covers down, but turned down only one sheet. The Miss R—— explained why Hannah should sleep between sheets * * * . During morning exercises Hannah was taken up and given a bath by one little boy, while a girl turned the bed down to air. Another little girl dressed Hannah while a boy made up the bed * * * . Every morning Hannah had her bath, and twice a week she had a clean suit of clothes, and a clean dress—oftener if needed. Hannah always wore white so that the dirt might be seen * * * . What Hannah did toward improving the children at home is not known; but in years to come there will be little people better cared for because Hannah came to school."

The care of a Kindergarten canary may serve to enlarge and deepen the same ideal, and the story of the Three Pigs¹ presents both sides of the picture, but skill must be exercised in telling it or the dirty little pig will appear altogether too attractive.

There are numerous impulses which may acquire ethical significance, but it is the purpose of this paper to consider a few only. illustrations of which have come under the observation of the writer.

The impulse to self-expression has greater ethical value, in the early years, than has been generally recognized, because its early manifestations seem so far removed from actions which are classified as ethical in adults. This impulse finds its first expression in simple movement, and this leads us to emphasize the value of physical activity in the early years. Give the child room to run, jump, and climb. Provide him with swings, "acting bars," and outdoor games, and encourage him to try his power and exert his strength. The intimate connection between muscular dexterity and mental skill has been shown by so many writers that it is needless to dwell upon it here.

In the charity Kindergartens in large cities one frequently finds children in whom the impulse of self-expression seems never to have stirred in consciousness. These children are always underfed, inactive, without shame or pride, and lacking even the impulse to play. Such a child was Willie when I first knew him in a San Francisco Free Kindergarten. He was dirty, his clothes gaped, his figure drooped, his movements might be characterized as a shuffle and a slouch. During play time in the yard he was invariably to

¹Baldwin, James. *Fairy Stories and Fables*.

be found in the same spot on the same bench. At the tables his gifts were a confused jumble, his occupations dirty and crumpled before they were begun. At length by dint of much encouragement and some help Willie completed his sewing card. I ignored the dirt and praised him warmly. A slight emotion of pleasure seemed to stir within him, he grew a little in his own regard, and before the inspiration of success faded from his consciousness, I gave him another circle of a different color. Before he laid it down it was finished, and for two or three days, whatever the other children may have done, Willie sewed circles. He completed a set of six, the last ones being so much cleaner and neater that I suggested that he might help Irene; she had been sick. At this time there was a noticeable change in the attitude of his body; his shuffle became a walk; his face did not have to be washed in Kindergarten; he began to show some desire to play. As he sewed for Irene he seemed to experience something of the pleasure of doing for others because his work was of sufficient value to be prized by somebody else. Willie continued to improve, altho of course slowly, and not always continuously.

In order to understand the needs and tendencies of the normal child, we must study the abnormal cases. The type of which Willie is an illustration emphasizes the need of simple materials, and especially of greater simplicity and more freedom in the methods of using these materials in the Kindergarten.

Let the child take out his blocks and put them back in the box to suit himself. Show him the "orthodox method," but do not compel him always to act by rhyme and rule. I have seen children, who handled the gift with a good deal of skill, so dread building the fifth gift into a cube that they begged to be allowed to replace it in the box when the free play began, that the ordeal might be well over with. Do not make the child follow long dictations; he will gain much more in power and self-expression if you suggest the possibilities of the gift by conversation and example in construction.

The occupations should also be so simple that the child can conquer the difficulties which they present. Use suitable materials found in the environment of the child. If the Kindergarten is near the country, let the child bring straws to cut and string, grasses to weave, leaves for chains. Eucalyptus buds and shells make effective

decorations for the Kindergarten. Children who live near the ocean may utilize the kelp buds and sea mosses in many ways. The use of such material gives the child a sense of mastery over his environment, and brings his Kindergarten activities into closer relation with his life as a whole. But the child will not achieve any real mastery of his material if his needles are threaded, his knots tied, his mats pasted; if his mistakes are all taken out and corrected; if each child is somehow helped to exactly the same result in finished work in spite of absence or carelessness; and then he is misled, by the equally misguided Kindergarten, in the notion that he has done all the work himself. Kindergartners must be courageous enough not only to make the work so simple that the child can do it himself, but to allow him to carry away a cruder product which is, in truth, an expression of his own thought and skill. Then the occupations will acquire a real value in moral development which they now too often lack.

The fighting impulse, if given the right bent, is an important element in ethical development. It is associated with the activity of the "aggressive self," giving a feeling of power, and later of self respect. A child with the fighting impulse already well developed needs to have it turned into legitimate fields for exercise. As has already been suggested the Kindergarten and school activities furnish a proper arena. Occasionally one may direct this impulse by focusing the child's attention upon an ideal created by a story. I had a little boy in the first grade who was a recognized fighter; from his crown to his toes Rob bristled with fight. He was as likely to "pitch into" a big boy as a little one. In school he was alert, independent, and lazy. He did not take suggestion from the children, standing unmoved in his opinion as against the expression of the whole school. He responded, however, to suggestion from his teacher, and as he was an intelligent child, taking great delight in certain kinds of fairy stories, one morning as a part of the opening exercises I told the following story. Since I had not had a child by that name for a long time I selected Tom for my hero:

Once upon a time there was a boy who liked to fight. He was not a very big boy but he would fight big boys as well as little ones no bigger than himself. Sometimes the big boys would laugh at him, but sometimes they would give him a good punching, and he would go home bawling, acting just like a boy who was whipped.

Then his big brothers would say, "Got whipped, didn't you?" and Tom would stop long enough to shout, "No, I didn't," and then he would go on bawling.

Then his father would say, "I am glad you were beaten; it serves a boy right who is always trying to fight. I hope you will get a sound thrashing every time you try it."

I don't know what his mother said; I think she looked pained and sorry.

One night this little boy sat curled up on the floor looking into the fire. His big brothers were telling stories about what they saw in the coals, and now Tom saw something coming right out of the flames toward him. What could those queer looking things be? He strained his eyes; they looked like words. Yes, it was a procession of all the words that Tom should have learned since the first day he came to school. The words that he knew smiled and bowed to him, and danced back into the fire; but the ones that he did not know marched solemnly along and halted in front of him. They made a long procession, for I am sorry to say that Tom was often rather lazy in school. All at once these words began to get bigger and bigger until each letter seemed like a small boy. Then little flames like arms and legs shot out, the words began to grin as they pointed their fingers at him, and they all cried together:

'Ho, ho! Tom's a coward.
He'll not touch us.
He can't beat us.
He's too lazy.
Ho, ho! Tom's a coward.'

Then they all began to dance and grin at him; they took hold of hands and circled about him, singing:

'Ho, ho! Tom's a coward.
He'll not touch us.
He can't beat us.
He's too lazy.
Ho, ho! Tom's a coward.'

How do you think Tom felt? Yes, he was angry. He said:

"Oh! I'll knock you out in about a minute," and he struck out at one, and then at another. But this only made them blaze the faster. All at once they were dancing on his shoulders; they pulled his hair and pinched his ears. Tom fought desperately, but it was of no use. He was not thinking of giving up, but I'm not sure but he might have commenced to bawl, when all at once the song changed. The words had decided to help him a little.

'He doesn't know how to fight us.
He thinks we're boys.
He surely cannot beat us.
His fists are toys.
But if he'd only write us
We've heard it said.

That then he'd surely have us
Inside his head.'

Tom thought about this, as the words sung themselves over and over.

Write us,
Beat us,
Get us,
Keep us,
Inside his head.'

Now, as Tom was a real fighter, he went to work. He commenced with the hardest word in the whole procession, but he had forgotten its name; how was he to learn it; there was nobody to tell him. But when a boy starts to fight words, in the right way, he is not going to be beaten the first time trying. So Tom made his most polite bow to this stranger and said:

"My name is Tom, I should like to know yours."

When a boy speaks politely he is sure to get a polite answer, and the word told him its name at once. When they had talked a short time this word said:

"Since I am sure that you will know me the next time we meet I will bid you good night. You know it is very impolite not to remember your friends, and speak to them when you see them." And with that the word vanished into the fire. So Tom learned all the words in the procession; he knew the brothers and sisters of some of them, and did not have to be told their names for he could sound them. At last every word had vanished into the fire, and Tom was alone; not alone, either, for the words were in his head!

The next Tom knew his father was saying, "What are you doing asleep here by the fire? It is time that little boys were in bed."

Tom did not forget his dream. When he went to school next day he began at once to fight, but now he knew how to fight, and he also knew what was worth fighting for, and he always won the battle. He soon got to like fighting words and lessons so well that he did not want to fight boys. Tom, at last, got to be such a famous fighter that he could read and write as well as anybody in school; he always had his spelling lesson; and as for numbers they were his best friends and his truest helpers.

A responsive gleam in Rob's eyes told me that the story had not missed its mark. A few days later when, for the time, the story had passed from my mind, I was surprised to note the improvement in Rob's work.

"Why, Rob, this is the best work you have ever done!"

The expression of his face gave me the clew. "I see, you are learning how to fight." And he responded with a satisfied nod.

So far as I have seen, or have been able to find out, Rob has not

indulged in a fight since the story was told, and, while there is still room for improvement, he is working very much harder in school.

Sympathy is generally accorded a place in ethical development. It grows in at least two ways; thru imitations and experiences which enable one to put himself in the place of another, and thru the exercise of the fostering or care-taking activities. By the exercise of the "self of accommodation" the child takes over into himself the elements of his environment; they become a part of his mental equipment, and give him an enlarged basis for further interpretations and imitations. At first he imitates animals and persons, then qualities and attributes. Thus the child's possible "copy" should be enlarged as rapidly as he is able to assimilate it. In a private kindergarten and connecting class which came under my observation, a professional musician came each day to play for the morning circle. During free play period a certain little girl was heard saying:

"I am going to be Mrs. Dingley and play the piano. She can play a lot better than Mrs. Rice." When she conducted exercises at the tables or on the ring she was Mrs. Brown, but if there was a reading lesson to be taught she was instantly metamorphosed into Mrs. Rice, and when the children showed signs of insurrection, she at once adapted some of the methods which her mother had found effectual with her at home.

The trade games make a good point of departure here, especially if based on actual acquaintance with industries, shops and tools. Honest work should receive honest pay.

Toys and pets are much closer to the life and sympathy of the little child than are persons, and they furnish the best incentive for the exercise of care and kindness. Every child should have at least one doll which will outlast the ravages of time, and will become a recognized member of the family, endowed with an individuality of its own. Pets which may be fed and cared for by the child himself will be the means of establishing habits of action which, as his reason and volition develop, he will carry over into human affairs, and thus may be found ready to lend an efficient hand in caring for the needy and protecting the weak.

I have observed that the care of plants and pets sometimes leads to an attitude which, in the child, is closely allied to the sympathetic, which, lacking a better name, we will call the scientific attitude. Get

a child's curiosity and attention well aroused in observing the phenomena of the plant and animal world close to his own interests, and the problem of wanton cruelty and destructiveness is solved. A child who was full of this spirit because of both kindergarten and home training, heard a visitor at her home tell how she tried to drive out the swallows by knocking down their nest. The child regarded her with horror, saying to me the moment we were alone:

"We wouldn't do that; would we? We would watch the little birds to see what they would do."

A year or two later this attitude was carried over into the field of child-study. Little Evalynn was put in her charge to visit a family of rabbits. She led Evalynn out and sat her near the rabbits without saying a word, and watched to see what she would do. Later she gave an animated account of Evalynn's every word and action.

The child regards his mother and father, later his teacher, as law-giving personalities, but he must be led to feel that there is a higher law which includes them also, and which they, as well as he, must obey. How often one hears parents say, "My child must obey me instantly, and because I say so." In the face of such grave responsibilities let the parent rather say with humility, "The child must obey because I strive always to say that which is true and require that which is just."

Adults must hold themselves strictly amenable to the laws which they make binding upon the children. We may be sure that the children will measure us by our own standards whether we know it or not. If the child must be orderly and polite, honest and truthful, the adult must be all this in his dealings with the smallest child. When the child can understand the meaning and effects of his acts they should be explained to him. If he must be punished, let the punishment be "emphasis added to explanation." Let it also be the logical result of the offense, and in proportion to it, otherwise we may compel external compliance without touching the deeper springs of action. Motive and deed must be in perfect accord if the life be truly moral.

NOTES CONCERNING THE DEPARTMENT OF EDUCATION AT THE UNIVERSAL EXPOSITION,
ST. LOUIS, 1904.

THE Department of Education at the Universal Exposition was organized in October, 1901, and has had over a year of preliminary work. The Chief of the Department is Howard J. Rogers, of Albany, N. Y., whose exposition experience was gained as Superintendent of the New York State educational exhibit at the Chicago Exposition in 1893, and as Director of Education for the United States Commission at the Paris Exposition of 1900. As an advisory committee to support Mr. Rogers, the National Association has selected the following men:

Dr. Wm. T. Harris, Chairman, Washington, D. C.; Edwin A. Alderman, New Orleans, La.; Nicholas Murray Butler, New York City; W. T. Carrington, Jefferson City, Mo.; Newton C. Dougherty, Peoria, Ill.; Andrew S. Draper, Champaign, Ill.; Daniel C. Gilman, Baltimore, Md.; Aaron Gove, Denver, Colo.; James M. Greenwood, Kansas City, Mo.; Arthur T. Hadley, New Haven, Conn.; William R. Harper, Chicago, Ill.; Halsey C. Ives, St. Louis, Mo.; Lewis H. Jones, Cleveland, Ohio; Charles M. Jordan, Minneapolis, Minn.; David Starr Jordan, Stanford University, Cal.; James McAlister, Philadelphia, Pa.; William H. Maxwell, New York City; Carroll G. Pearce, Omaha, Neb.; Jacob Gould Schurman, Ithaca, N. Y.; F. Louis Soldan, St. Louis, Mo.; Calvin M. Woodward, St. Louis, Mo.

The field of education has been divided into eight general groups as follows:

Group 1: Elementary Education. Group 2: Secondary Education. Group 3: Higher Education. Group 4: Special Education in Fine Arts. Group 5: Special Education in Agriculture. Group 6: Special Education in Commerce and Industry. Group 7: Education of Defectives. Group 8: Special Forms of Education.—Text-Books, School Furniture, School Appliances.

Under these groups the subject is subdivided into classes.

The object of the educational exhibit from the beginning has been to secure from the United States a thoroly comprehensive and

systematized exhibit of the educational resources of the country, and to secure for comparison and for scientific study, an exhibit from all foreign nations noted for educational progress. The facilities placed at the disposal of the Chief of the Department of Education by the executive authorities in St. Louis, have been such as to render possible the accomplishment of both these objects. The Palace of Education covering seven acres of ground is in the center of the Exposition and the first building ever erected solely for education at an Exposition. There are at the present time twenty of our great commonwealths which are actively engaged in the preparation of a thoro exhibit. Four of the largest municipalities of the country,—New York, Chicago, St. Louis, and Cleveland,—have applied for space to organize individual exhibits. The great colleges and institutions of learning of the country have also responded most promptly, and exhibits are now being prepared from Yale, Columbia, Cornell, Johns Hopkins, Chicago, Illinois, Wisconsin, and many others. Other institutions of equal rank have the matter under consideration.

The American Library Association has appointed a special committee for the preparation of an exhibit of library methods and resources. The Agricultural and Mechanical Colleges and experiment stations of the country have united for a great collective exhibit, for which Congress has made an appropriation of \$100,000. The five largest art schools in the country are applicants for space.

The industrial and technical institutions of the country have already responded to the invitation to exhibit, and Rensselaer, Worcester, Massachusetts Institute, Drexel, and Purdue are preparing exhibits.

The education of defectives will be an innovation in exposition methods, as the schools for the blind and the schools for the deaf and dumb in this country have both decided to maintain a model school in actual operation on the grounds during the entire period of the exposition.

The exhibit of publishers, manufacturers of school furniture, school apparatus, and school appliances, will be larger than ever before, and the facilities which can be given them are superior to any heretofore granted.

The participation of foreign countries in the Department of Education is most satisfactory, inasmuch as four of the nations which are of the greatest interest in the United States, and which have

exercised the greatest influence upon our own institutions—namely, England, France, Germany, and Japan—have decided to make extensive educational exhibits. We have every reason to believe that Russia, Switzerland, Hungary, Italy, Spain, Belgium, and China will also participate. Mexico and the South American countries will also be present. The value of an educational exhibit on the above lines is easily demonstrated, and the permanent benefit lies in the opportunities for comparison which it affords, the investigations which it inspires, and the acquaintances and friendships which it engenders. It should always be borne in mind that many of the most far-reaching results both in the general education of the public and in the special processes of schools, are due to international expositions. The most notable instances are the development of industrial art as the result of the Crystal Palace exhibition of 1851; the spread of manual training and industrial drawing as a result of the Centennial Exposition of 1876; the reorganization of primary instruction in France as a result of the exposition of 1878; and the rapid growth in art education, in civic improvement, and in art ideals in this country, as a result of the Columbian Exposition of 1893.

At no time in the history of the world have the great nations of the earth been so concerned in the industrial and commercial development of their resources, and at no previous time has it been so strongly impressed upon the minds of the cabinets of the nation that the industrial and commercial success of a nation is directly due to the training which its citizens receive. For this reason, if for no other, it will be considered of paramount importance that there shall be assembled at St. Louis an exposition of educational methods and educational systems which will repay careful investigation and study from the standpoint of the material, as well as the intellectual, development of the nation.

THE PREPARATION OF AN EXHIBIT FOR A PUBLIC SCHOOL SYSTEM.

The following rules governing a public school exhibit at the St. Louis Exposition will give the prospective visitor a certain birdseye view of the general scope and plan that will help him to observe intelligently.

An exhibit of a public school system to justify the expense and time incurred in its preparation, should make prominent two features: first, scientific preparation, and second, accessible installation.

The exhibit should be founded on the curriculum and arranged so as to illustrate it, inasmuch as the curriculum embodies the best thought of the school authorities for the success of the schools. For this reason, a chart showing the courses of study for each year or grade, as the case may be, should be prepared and made the center piece of the exhibit of that year. Each subject in the year's course of study should be represented in the exhibit by showing the length of time devoted to it; the nature of the class exercises; specimen work of the pupils illustrating the subject; description of teaching methods; and photographs of the recitation rooms and of the pupils and teachers engaged in the various exercises connected with the subject.

The method above outlined for the development of one grade, applies to every other grade or year of school work, from the kindergarten thru the high school. The method of representation can be varied according to the ingenuity and inventive ability of the committee having the exhibit in charge.

After the curriculum has thus been thoroly developed by photographs, charts and written work, the statistical feature of the school system should receive careful attention. Graphics showing the method of school maintenance and support, the increase of the budget, the increase of expenditure, school houses, sites, salaries, etc., statistics concerning attendance, enrollment, growth of certain studies, and scores of other matters can be brought out most attractively in graphic form.

The material equipment of the schools should also receive careful development. A map of the city showing the location of the school houses, architectural plans, school playgrounds, exterior photographs of school houses, noted school buildings, models of the most excellent buildings, are always attractive features of an exhibit. They are easily prepared, also, if the funds for the exhibit are ample. Careful attention should be paid in every school exhibit to the exploitation of the hygienic and sanitary condition of the buildings and rooms. Heating and ventilating systems by sectional models are most valuable.

The use of instantaneous photography cannot be overestimated in the preparation of an exhibit, and the work of almost every phase of school life can be placed before the visitor in the most attractive and striking form. One of the exhibits which attracted the most attention at the Paris Exposition was the photographic exhibit of

the Washington public schools, wherein were displayed, not only the usual subjects exemplified by photographs, but the excursions to art galleries in connection with their composition lessons, to the fields in connection with their nature work, and other similar features.

The installation should be of good, serviceable material, so that it enhances rather than detracts from the excellence of the exhibit itself. It should also be made compactly, so as to give the impression of strength and reserve power rather than of stretching and padding. It is a great mistake and an abomination to cover a great area of wall space with a series of meaningless, miscellaneous drawings, simply because the drawings look pretty. The subject of drawing and the subject of manual training are great temptations to a committee to pad out areas, but they ought not to have more than their proportionate share in the representation of the work of the school curriculum. That the bulky nature of their products renders necessary a greater proportion of actual space for their presentation does not warrant the sacrifice of an undue amount of space to it.

The use of wall cabinets, such as were used at the Chicago Exposition in 1893, and in the American section of the Paris Exposition in 1900, are highly to be commended in the installation of an exhibit space, as conducive both to economy of space and interest in the exhibit. A wall cabinet fastened against the wall, with the space above it used for charts, and the space beneath it used for the storage of books and portfolios, forms a unit for presenting the work of any subject or grade, more effective than any other. The material placed on the leaves of the cabinets is all on the "eye line" and much more readily observed than if spread over the same amount of flat wall. Another advantage is that a system of drawings, language study, nature work, etc., can be developed continuously on one or more of these cabinets, thus avoiding the tiresome method of turning over the pages of a book or the exhaustive process of tracing it along an extended wall. A cabinet carrying 33 22x28 inch cardboards (fifteen interior frames) affords 141.57 square feet of exhibit area. The installation should also be arranged with a view to easy access from the circulation aisles, and facilities should be supplied students and investigators for taking notes of their observations.

If the funds at the disposal of the committee warrant it, a series of monographs illustrating the various features of a school system can very profitably be printed for judicious distribution. A cata-

log or descriptive circular of the exhibit should in all cases be printed, not only for the use of the student and investigator who is examining the work of a system, but for the use of the juries of awards.

Special features which may be of interest to an exhibit are numberless and are not touched upon here, as usually they have a local significance. Such, for example, as special pieces of apparatus or school appliances and results of original investigations along certain lines.

The historical or retrospective features of an exhibit can, wherever space permits, be worked up from the museum standpoint.



EDUCATION BUILDING, ST. LOUIS EXPOSITION.

EDUCATION STANDS FIRST AT THE WORLD'S FAIR.

A. C. CANTLEY.

"Knowledge is power"—the kind of power that brings progress. Therefore, the Department of Education has been given the place of honor in the classification of exhibits at the Louisiana Purchase Exposition, for to education is ascribed the source of all progress.

The scope of the entire Fair is so vast and comprehensive that educational exhibits will be collected together under one roof—in the great Palace of Education and Social Economy, where may be seen a comparative display of educational systems from all the leading nations of the world.

This mammoth building is situated between two of the radiating avenues below the hill where stands Festival Hall, and is a part of the main picture of the Exposition. It stands on the east side of the main lagoon, facing the Grand Basin, and is one of the first great palaces to be seen in the view from Art Hill. This building is of the Corinthian style of architecture. Its ground plan is in the form of a keystone. The two equal sides are 525 feet long, the south front 460 feet and the north front 758 feet. The building covers eight acres of ground. Its cost of construction was \$320,000. The principal entrances are upon the axes of the building and resemble triumphal arches. At each angle of the building is a pavilion forming a supplementary entrance, and these are connected by a monumental colonnade. The four elevations are similar in character, and a liberal use of monumental and historical sculpture lends a festal character to the otherwise somewhat severely classical exterior.

No effort or expense has been spared to secure a comprehensive educational display, which will show not only the present status of education but its historical development. To this end the entire field of education has been surveyed and subdivided into definite groups. The exhibits in the first groups deal with elementary education, both public and parochial, from the kindergarten on thru the elementary grades to the continuation schools, including evening

schools, vacation schools and schools for special training. This is followed by the representation of secondary education in Group 2, as shown in high schools and academies; also manual training schools and commercial high schools. Then Group 3, where higher education includes colleges, universities, scientific, technical and engineering schools, and also professional schools for libraries and museums.

Special education in the fine arts will be one of the most instructive groups, for five of the largest art schools in the country will occupy space. There will be also schools giving instruction in music in all its departments.

Perhaps the most important modern displays will be collected in Group 5, which is devoted to special education in agriculture. The farmer need no longer till the soil in a haphazard way. Farming to-day is a science. The numerous agricultural colleges and experimental stations thruout the country have already planned to make an elaborate collective exhibit, to demonstrate their methods of instruction and the advantages obtained in the scientific study of farming and forestry. For this purpose Congress appropriated \$100,000.

Another group will display the educational methods and systems in vogue for special instruction in commerce and industry. This will encompass industrial and trade schools, business and commercial schools and higher instruction in commerce. Here will be exclusively demonstrated the methods by which a young man is equipped for a practical business career, and he can see the advantages obtained in this preparation for the hard battles of life in the keen competition of to-day. The southwest pavilion will contain a model school of commerce, with all its equipment.

The education of the Indian and of the Negro will be fully illustrated.

A model school in actual operation on the grounds will give a practical demonstration of the methods pursued in educating the blind and the deaf and dumb. The education of defectives has made wonderful progress in the last few years, and this school will be one of the most interesting sights of the Educational Department.

Special forms of education will be shown by the summer schools, extension courses, people's institutes, correspondence schools and scientific societies.

Publishers of educational works and manufacturers of school furniture and school appliances will give more elaborate displays than ever seen at any previous exposition.

In order to give some idea of the method by which these various phases of educational work are to be shown, it may be said that the elements to be represented have been grouped under eight general heads, as follows:

- (1) Legislation, organization and general statistics.
- (2) Buildings, their location and design; systems of heating, lighting, ventilation and sanitation; furniture and fittings.
- (3) The training of teachers.
- (4) Apparatus and school appliances.
- (5) Text-books.
- (6) Regulations; courses of study; methods of instruction.
- (7) Pupils' work—literary, artistic, scientific and mechanical.
- (8) Results of original investigation.

Some of the methods to be used in preparing exhibits will include a display of books on school laws, State reports, history of school systems, text-books and original contributions by professors and students, and other school literature, as well as programs, rules and regulations and statistical charts, diagrams and tables. The equipment of educational institutions will be shown by illustrated drawings, photographs and models of buildings and their furnishings, with the playgrounds. All apparatus specially illustrating a new method can be entered here. Bound volumes of pupils' work, arranged by years or grades, and illustrating fully the curriculum in literary, scientific, artistic and mechanical lines, will be an important feature of the exhibit.

Education as a profession has made a steady advance in the estimation of the people during the last two decades, and the little red brick school-house has been duly appreciated in the organization of the great Universal Exposition of 1904.

INTERESTING DISPLAYS OF THE PICTORIAL PHASE OF ELEMENTARY
EDUCATION THAT EXCITED THE WONDER OF RUSSIAN
SCHOOL TEACHERS AT PARIS.

Educational exhibits, as a rule, are dry and uninteresting to the general public, and are given a hasty glance by visitors, who pass on to see the displays that hold attention either by spectacular or

sensational features. But the public in general, as well as the school teachers and college professors in particular, will find many happy surprises in these elaborate educational exhibits in the Palace of Education and Social Economy at the Louisiana Purchase Exposition.

The management of the Exposition having given the place of honor in the classification, and for the first time in the history of all Expositions having set apart an Educational Palace for such exhibits, it behooves the school boards of cities and the school authorities of States to take full advantage of this great opportunity to demonstrate their various methods of instruction by comprehensive displays. It is gratifying to say that the most of the States are equal to this opportunity, and that the elaborate displays to be made are to surpass any given at previous universal expositions.

All States will show to their best advantage in their respective sections in the Educational Palace—educational displays representing the courses of instruction, from the kindergarten up thru the elementary and other grades of the common public school to the more advanced lines in the high school and academy. Universities and colleges and schools of special instruction will be represented.

All States have shown keen interest in the educational feature of their World's Fair exhibits, and most of them have set apart, out of their World's Fair appropriations, liberal sums to defray the expenses of collecting and installing fine displays in the Educational Palace. The space accorded a State in this building was decided upon by the Exposition authorities after considering three points, as follows: (1) Amount of the State appropriation; (2) Importance of the State in the educational field; (3) Time of application. The last cut quite a figure in determining the amount of space to be allotted, for the State that early responded and gave assurances of support to the Exposition was naturally favored to a certain extent under the ancient law of "first come, first served." However, the other two considerations have always carried weight, and the best judgment and thought have been given to the matter of space allotment. So, it can be said that the displays in the Educational Palace will be thoroly representative of the various States as to their respective importance in the educational world.

There is a psychological interest in "training the young idea

how to shoot," and to illustrate successfully this training in an exhibit requires perhaps as much original thought as is necessary in the class room. The modern methods of instruction in the public schools have undergone wonderful changes since the pioneer days, when readin', 'ritin' and 'rithmetic and the "rule of three" were taught in the little log school-house. With the little red brick school-house have come advanced methods of instruction, and each State in the Union will strive to show its own advancement in these methods thru its exhibit in the Palace of Education.

By the liberal rules of the Exposition management each State can follow practically its own plan of display, and it is believed that this free and unhampered manner will produce the best results.

To illustrate the training of a child in school most States will give displays showing the work of the pupils in the elementary grade by the exhibit of examination papers, and then carry the work of the same pupil thru to the eighth grade. This will demonstrate the various stages of growth of the child's mind, and at the same time show the efficiency of the method of instruction. In these exhibits it is even possible to show the training of the child's imagination and the development of its powers of observation. For instance, some States have arranged to give elaborate exhibits of drawings made by the same pupils all the way from the elementary to the eighth grade. These drawings were not made with a view of training the children to become artists, but with the sole and only purpose of bringing into play their imagination and powers of observation. The child in the elementary grade that rudely draws the picture of a chicken with two legs and a horse with four legs has exerted its powers of observation, and has studied animal nature to that extent of correctness as shown in the pictures. So on thru more advanced work, step by step, to the last grade.

It was this pictorial feature of the lower grades of the public school system in this country that first baffled the Russian school teachers who studied the United States educational exhibit at the Paris Exposition of 1900. The Russians thought it rather curious that an attempt was being made to train all the school children of the United States to become future Verestchagins, Munkacsys, Bonheurs, Wests, Reynoldses, Angelos and Raphaels.

When told that the children did not draw these pictures with a view of art instruction, but were given this work to do for the sole purpose of developing their powers of observation, then the Russians opened their eyes to an entirely new phase of elementary education. There was a flood of light for the inquiring Muscovites. They became as eager to study these rude sketches and drawings as the American children were to perform the work. Miss Minnie Bronson, who was connected with the American educational exhibit at Paris, and who is now an able assistant to the department chief in the St. Louis Fair, was kept busy explaining this pictorial phase of elementary study to the large numbers of college professors and teachers and schoolmams from Russia. The Russian government, which, by the way, is displaying much energy along all lines of progress to-day, made liberal appropriations to defray the expenses of school teachers to the Paris Exposition of 1900. They came in parties of fifty to seventy-five in number, and they found the United States public school system the most interesting and instructive exhibit in an educational classification at the Paris Fair. Many features of our public school system will be adopted in the schools of the Russian empire.

The French were surprised at the breadth and depth of our public school system as shown in the educational exhibit at the Paris Exposition, and only recently a member of the Chamber of Deputies declared on the floor of that house that the United States, thru her public school system, was conquering the world in commerce.

Among the State exhibits perhaps the finest will come from Massachusetts, as that State in making special effort to excel. The work is in charge of George Day, of Boston, who is superintendent of all Massachusetts exhibits for the World's Fair of 1904, as he was for the Columbian, Paris and Pan-American Expositions.

DeLancey M. Ellis, of Rochester, N. Y., who is in charge of the New York State exhibits for education and social economy, promises to make a comprehensive display. New York City will have a strictly city exhibit.

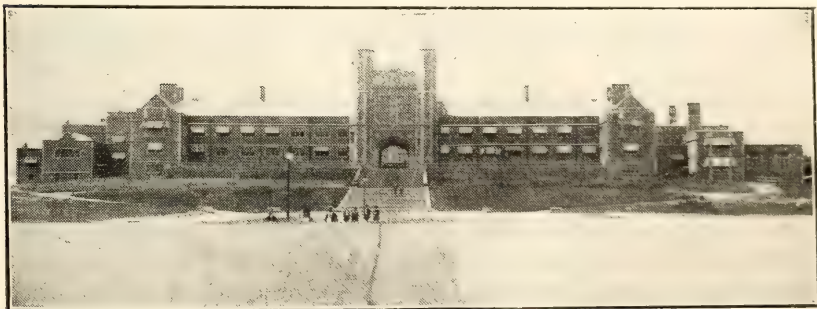
The only other city exhibits, as such, will be made by Chicago and St. Louis. Professor C. W. Woodward, of the latter city, will have a model manual training school in operation, and Professor

Soldan, superintendent of public schools, will have a model kindergarten school as a feature.

A large number of States will use the wing frame in displaying their school work, as it was demonstrated at Paris that this appliance made an immense saving in wall space.

Missouri will display photographs of every school-house, with teachers and pupils grouped in front, in the State. The Missouri World's Fair Commission will show a model school-house, which will cost \$800 or \$900, with furnishings to cost the remainder. It will have modern systems of heating, lighting and ventilation. In this house a Missouri rural school exhibit will be given.

Alameda County, Cal., will make a county school exhibit that will equal the exhibition of some States. This exhibit will cost \$20,000, of which \$3,000 will be spent for installation alone. Alameda county comprises 1,200 square miles, and is almost as large as the State of Rhode Island. The population is 160,000, the assessed valuation of property is \$29,000. A striking feature of this exhibit will be a papier mache relief map of the county, 14 by 20 feet, made by the pupils of the public schools. All hills and valleys, streams and all railways, public roads, school-houses, public buildings, and each township, city and village will be shown. The map will be carefully compared by the county civil engineer, and at the close of the Fair it will be returned to Oakland, the county seat, where it will be installed in the office of the county surveyor and kept as the official map of the county. Another feature of the display will be a school room, in which, in turn, will be given exact reproductions of the interior furnishings of every school room in the county. Professor F. C. Crawford, superintendent of the county schools, will have charge of the work.



ADMINISTRATION BUILDING, ST. LOUIS EXPOSITION.

THE KINDERGARTEN IN ROCHESTER: ITS INCEPTION, PROGRESS AND PRESENT STATUS.

RECOLLECTIONS OF THE FIRST KINDERGARTEN.

(By a Mother.)

In no way can one so well appreciate the progress of a movement, which one has lived thru and struggled for, as by looking backward to what was in former years.

So Rochesterians may be justified in some degree of joy when they compare the past of twenty years ago, when here the value of the kindergarten was quite unknown—with the enlightened present, which supports thirty-two public kindergartens and several private ones. The kindergarten movement has, during the intervening years, overcome difficulties enough in the form of skeptical school boards and a critical public, to insure a steady and substantial growth from the heart outward. To this spirit of progress is partly due the crowning fact that Rochester is the accepted place for the meeting of the International Kindergarten Union.

When first introduced to Rochester as the head of a household and mother of two little boys who were hungering for the joys, the work and play of the kindergarten, the writer set about immediately to find out the opportunities at hand. For one coming from a city of the middle west, where the people were alive to the necessity and blessings of the kindergarten, there was keen disappointment to find in Rochester but little information or interest in the matter. (Surely an incomprehensible condition of affairs!)

There were kindred spirits, however, and the initial step in the new work was taken, when one friend devoted a beautiful sunny room in her home to a small kindergarten circle. Here, under the guidance of a well trained kindergartner, her children and a chosen few from the neighborhood gathered daily for two years or more.

Fraülein Margarethe Otten, with characteristic loyalty, named this, her pioneer undertaking, "The Froebel Kindergarten."

About this time the Rochester public was first addressed on the subject of kindergartens by Prof. Felix Adler. Tho considerable interest was manifested it did not crystalize into action. After the first kindergarten group of children passed on to the graded schools there was a lapse of several years, when the effort dropped.

In 1887, as a result of the first experiment, a committee of ten interested people guaranteed a fund sufficient to carry on a kindergarten for a year under the same happy (leadership) direction. It was a struggle, for the work required money and labor. Time and patience were spent in canvassing the neighborhood, not only to secure patrons, but also to spread the gospel of "Play." After the third year children came from all parts of the city. To meet this new condition of success a special conveyance was secured. Perhaps these lines will meet the eyes of some who remember the Lake avenue kindergarten 'bus, rolling along, with its merry crew of children, in charge of two young women of the training class.

With loving reverence and a deep sense of gratitude do we think of our able leader Fraülein Margarethe Otten, whose recent death we mourn. Her noble character and genuine enthusiasm for the Froebel thought inspired all who came within her realm to work for the cause.

Tho born and educated in Germany she received her kindergarten training of Madame Kraus (Boelte), New York.

A true daughter of Froebel's land, she believed that because of our freer conditions of government and schools that America, rather than Germany, was the land where the kindergarten would reach its fullest flowering. It was she who made this excellent kindergarten possible and thru this first privilege for the favored few it has become the free heritage of all the little children who ask. Some of the most efficient kindergartners in the public work today received their first years of faithful training in her normal classes. To such women we owe the inspiration which has made the kindergarten of America what it is today.

DORA J. BAKER.

THE STORY OF A BEGINNING AFTER TWENTY YEARS. FIRST CHAPTERS IN KINDERGARTEN HISTORY.

MARY E. TOOKE.

On a pleasant September afternoon in the fall of 1884, two little boys were busily playing in a pile of sand close to the sidewalk of one of the principal west side streets of Rochester, N. Y. A lady passing along the street stopped not far from them and stood quietly watching their play. Then advancing she knelt beside them and with deft fingers in the sand traced forms of life and beauty. The children expressed their delight and clamored for more.

"This is what we do in the kindergarten," she said. "Did you ever go to a kindergarten?" "No; but mamma wants Hiram and me to go this fall, she said so," said the older of the two boys. "We live right over there," pointing to his home across the street. "Won't you come over and see my mamma now?" With a child holding tightly to each hand the lady was thus unceremoniously ushered into the handsome home. Both boys, talking at once as they introduced their mother, made it impossible for the stranger to do aught but smile. "This lady is going to have a kindergarten. Say, may we go?" "Mamma, may I go if Henry does?" "May we come tomorrow?" With the assurance that they certainly might go if they would be patient until the mother learned about it, they returned in high glee to the sand pile.

An hour's conversation followed, the stranger unfolding her plan for the establishing of a kindergarten in that neighborhood and receiving a cordial response from this intelligent mother, who promised her hearty support and assistance to the new movement. A list of names was at once made of homes having children of suitable age in that vicinity.

The star of hope beamed brightly in the heart of the kindergarten as wending her way homeward she thought of the prospects now in view and what the morrow might bring forth.

This was the *beginning*.

* * * * *

"A traveler o'er a dusty road
Strewed acorns on the lea,
And *one* took root and sprouted up
And grew into a tree.

“O germ, O fount, O word of love,
 O thought at random cast,
 Ye were but little at the *first*,
 But mighty at the *last*.”

* * * * *

It was at the kind invitation of Mr. S. A. Ellis, Superintendent of Public Schools, that I was led to venture on this kindergarten beginning in the days of strong conservatism and oft times direct opposition.

Some time previous to my arrival in the city, in the fall of 1884, a lecture on the value of kindergarten culture had been given by Felix Adler, of New York, and a slight degree of interest was awakened. No positive action, however, followed, and the subject was soon forgotten save in the memory of those who directly participated in the movement at the time.

The west side of the city was selected as the best place for a beginning, because all primary grades were so uncomfortably crowded in the schools of that section that parents refused to send the youngest children and “private schools” were in demand. This territory had been canvassed by two or three kindergartners before this time, but not finding the support they anticipated, the project, in each instance, had been abandoned.

During the week following the incident narrated in the beginning of this article I had engaged ten children as pupils and felt encouraged to begin. The question of securing suitable rooms was a serious one. Property owners were afraid of the destructive tendencies of children. Rents increased immediately upon the mention of anything like “school,” as that was the only descriptive term that one could apply in those days. The suggestion of “play” to real estate agents meant according to their light broken windows, defaced walls and injuries indescribable.

People said, “You are about discouraged, aren’t you? You’ll have to give it up.” “Oh, no!” was the invariable reply. “I came here to establish a kindergarten.”

By persistent endeavor rooms were at last obtained at very high rent in a house that had been vacant for months. Furniture was bought, a piano rented, a fine equipment of gifts and occupations were neatly arranged, pictures were on the walls and some blossoming plants gave the finishing charm.

The opening day was announced to parents. No advertising in the papers had been used; the accomplishment thus far had depended on personal work alone.

Mothers came morning after morning; curious at first, but interested at the last, as they watched the development of the pupils. Their appreciation was shown by saying such good words for us the numbers increased from week to week.

The Christmas tree was a notable occasion. Each pupil invited as guest some other child less favored than himself. The neighborhood was now giving the enterprise its closest attention and visitors were daily welcomed. Sad to record, however, that though public school teachers passed the door daily, not one visited us during the year.

When I met teachers at the institutes their manner was always charged with pity that I did not appropriate. Frequently they would remark, "Yes, it is nice to amuse the children; but, of course, it will not last." They assured me it never could be a part of the public schools. "The teachers hadn't any time *to play*."

Miss Lucy Anthony, then of Rochester, and Miss Estelle Doolittle, of Bergen, N. Y., received free instruction in the theory and practice that year.

The year's work was heartily approved by Superintendent Ellis, who urged its continuance, as he hoped to introduce the system as a department of the city schools. Toward this end he labored in every way possible at that time, when the majority of school officials in the state were arrayed against it.

The following year the location was changed for the better, but still retained the same patronage with increased numbers in attendance.

People came daily to see the "new kind of school," went away and sent others. Some were so sure they grasped the whole subject in a morning's observation, they were anxious to have a kindergarten of their own without delay.

The third year it became imperative because of lack of desirable rooms to locate on the east side of the city. Here, during the winter of 1887, Miss Delia Curtice, Principal of Public School No. 20, became a frequent visitor and ardent admirer of the system.

Feeling strongly the need of its adoption in the schools, she

counseled through the winter with Mr. Ellis, but with little apparent result.

The Board of Education was satisfied that the city had the best schools in the country. What more could be desired?

But the seed had been planted in fertile soil and it grew.

Toward the latter part of the school year Miss Curtice broached the subject of a free kindergarten to Mr. Henry Lomb, who from the first favored the idea, but did not see any way to project the practical side of it in the face of the opposing board.

In the summer following the school building of No. 20 School was considerably enlarged, and learning there would be two unoccupied rooms in the new portion, Miss Curtice, after prolonged urging, succeeded in gaining a conditional consent of the commissioner of that ward for their use for a free kindergarten, if such a thing could be brought about.

Later, thru the efforts of Mr. Ellis, Henry Lomb and Miss Curtice, some members of the executive committee of the Mechanics' Institute Association were induced to use their influence in behalf of an experimental free kindergarten. An organization was formed, called the Free Kindergarten Association, as the result.

I had before this consented to take charge of a free kindergarten if matters were brought to a practical issue. However, as nothing definite had come to pass by the end of the year, in July I went to Iowa, where a kindergarten was needed. The western cities were becoming eager for its introduction.

In August, Mr. Lomb, as president of the Free Kindergarten Association, wrote to me saying if I would take charge of an experimental kindergarten the association would make the venture. Glad to fulfill my promise, I returned in September to perfect the arrangements, as much still remained to be done before the formal opening.

The funds necessary were secured by subscription. Rooms at No. 20 School were put at our disposal. Those who labored most energetically in the movement were Henry Lomb, Mr. and Mrs. Robert Matthews, David Hays, Mrs. Will and Mrs. Dora Johnston, of Lake avenue.

Residents of the district eagerly anticipated this addition to the school. It was decided to limit the number of pupils to fifty children, four years of age. More than one hundred and fifty applications were received by the committee, indicating the sentiment of

the people at large. Those of the immediate vicinity were chosen to secure regular attendance.

A class of young women from the City Training School were given free instruction in theory and practice.

There was rarely a morning that did not bring its quota of curious visitors. Fathers and mothers came and had only words of approval and satisfaction. Scores of teachers from adjacent towns and nearby cities spent their visiting days in seeing what a free kindergarten was doing.

It is to be remembered that visiting schools was not the common occurrence it is today.

Superintendent Ellis was gratified to see his dream come true.

It was a great day when the Teachers' Committee of the School Board spent a morning with us to see "the experiment." Gifts, occupations and games were explained at length to them.

Before the close of the year the board, in response to *the voice of the people*, decided to open kindergartens in several schools the coming year, and the pupil teachers, without application on their part, were appointed as kindergartners. This action was unprecedented and consequently more appreciated. At this time no teacher had ever been given a position without application, and a degree of political influence was a necessary adjunct in order to receive an appointment.

But the hearts of the people were now well aroused to the *need* of kindergartens and the voice of the people demanded the *best* education for every child.

The School Board having assumed the responsibility, the Free Kindergarten Association was disbanded. In this respect, as in one or two others, this record is unparalleled in the history of the establishment of free kindergartens. To have the experimental work accepted and unqualifiedly approved by Superintendent and Board of Commissioners in the first year of its existence has not, to my knowledge, ever been duplicated by any other city or town in this or any other state.

Another item worthy of notice also is the fact that the kindergartens opened the following autumn were fully equipped from the start with proper furniture, a supply of material and a piano for each one.

It is significant that a good pattern be furnished in the beginning.

Like the experience of Froebel the Apostle of the Kindergarten, as time went on there were not lacking times of depression and periods of tribulation, but happily these were never caused by patrons' loss of regard or approval, but ever from ignorance, indifference and narrow-mindedness of those "clothed in a little brief authority" in school matters at the time.

The heart of the American people manifests a desire for the best, the sanest system of education, and the voice of the people rings with no uncertain sound in response to the appeal of the child.

In closing this narrative of a beginning twenty years ago, it seems fitting to mention at this point in a particularly tender way the names of three who were most zealous and untiring in their efforts—S. A. Ellis, David Hays and Delia Curtice, who have passed to the Other Room in the School Beyond and received the Great Teacher's "well done."

Let all cities struggling with this educational problem be strong and of good courage. Believe in the people—respond to the Voice that demands.



A CORNER IN KINDERGARTEN OF SCHOOL NO. 23, ROCHESTER.

CONNECTING YEARS.

The fountain source of inspiration to each kindergartner is the soul of the little child. This is ever present. Another direct means of stimulation is contact with great minds in broader fields.

Since its organization in 1903 the Rochester Kindergarten Association has been a useful and progressive means towards providing this broadening touch with the work of the outside world. Thru its agency we have profited from lectures and study courses by Miss Susan E. Blow, Mrs. Lucretia Willard Treat, Miss Amalie Hofer, G. Stanley Hall, Miss Lucy Wheelock, Mr. Hughes, Miss Marie Ruef Hofer and many others. As direct result many kindergartners have sought training in the leading schools of the East and West.

Some eight years ago the association stirred a decided art impulse by purchasing a well selected group of prints and photographs, to be loaned in turn to the different kindergartens. This initial effort has since been extended by "The Woman's Educational and Industrial Union," and also by mothers' clubs, until today each kindergarten and grade room has its beautiful pictures.

Some of our newest school buildings are decorated thruout according to a special artistic plan. The wholesome necessity of working together for the accomplishment of these high purposes has strengthened the bonds of good fellowship and identified the association with the public work.

In 1891 Miss Mary Madden was appointed supervisor of kindergartens. It was a growing time. There was need of a supervision to unify the spirit and methods of the variously conditioned kindergartens, numbering six.

In 1893 Mrs. Adele E. Brooks succeeded to the office, and during her eight years of service the number of kindergartens increased from 9 to 27, an expansion which necessarily increased the responsibilities. Mrs. Brooks was especially successful in organizing mothers' clubs thruout the different districts. The movement has grown to include the school mothers as well.

A mass meeting of clubs is held annually, upon which inspiring occasions the guests and speakers come from the State and National Federations.

H. S. C.

THE PRESENT.

Since the earlier history of the Kindergarten movement in Rochester has been treated of elsewhere the present article will deal with the more recent developments within the past three years. That there has been an appreciable improvement and modification of work is due chiefly to the fact that the beginning of this period was marked by a change in the administration of school affairs. To a Board of Education that has devoted itself untiringly to promoting the best interests of the schools we are principally indebted for the improved conditions which we find today.

Rochester for many years had reason to congratulate herself upon the esteem in which her kindergartens were held by the public. In a comparatively short time they had gained a secure footing in the public school system and their right to exist there was indisputable. In many instances the kindergarten occupied a rather isolated and unrelated place in the general scheme of education, and so no doubt assumed functions that were outside its province and that properly belonged to later school life. We needed a larger grasp of the plan of education as a whole to see more clearly our right place and relation to that whole and to do our own work most effectively. Not until the truth was recognized that :

“All are needed by each one,
Nothing is fair or good alone.”

could the kindergarten fulfill its mission in the school. Fortunately the day came, as it was bound to come, when others began to appreciate more fully the value of the kindergarten preparation to their own work, and when the prejudices that had existed in the minds of some primary teachers gave way to a better understanding of the true aims of the kindergarten. At this opportune time came Mr. Charles B. Gilbert to direct the educational affairs of the city as superintendent of schools. He was eminently the man suited to the task of harmonizing the work of the several departments of education. A firm believer in the importance of the kindergarten to the completeness of the school, Mr. Gilbert lost no time in establishing kindergartens in the few districts which lacked them, and in making them everywhere an integral part of the school system. He did the thing which was so much needed at the time in bringing the kindergarten and primary departments together in a way which led to a mutual interest and a desire for more frequent con-

ferences. It is doubtful, however, if this could have been accomplished in so short a time had it not been for the wise provision which placed the supervision of the two departments in the hands of one person. In the fall of 1901 Miss Ada Van Stone Harris, leaving a similar work in Newark, N. J., came to Rochester as supervisor. Miss Harris brought much experience from other fields to this comprehensive work, and her influence began immediately to be felt. The kindergarten work thruout the city has been distinctly benefited by her wise and judicious supervision. She stands



ADA VAN STONE HARRIS.
SUPERVISOR OF KINDERGARTENS, ROCHESTER, NEW YORK.

for the greatest freedom on the part of both teacher and child in the expression of their own individuality thru their work, as each can best solve her own problems which are determined by conditions or environment. A feature of the general plan which serves to bring kindergartners together and to unify the work of the city

is the Kindergarten Institute, which is held at least four times during the year, aside from more frequent stated meetings. On this day all kindergartens are closed and the teachers spend the day together, receiving instruction in brush-work and music, or joining in round table conferences and sometimes games, under the guidance of Miss Harris. The informal social meeting is not the least enjoyable part of the day.



CLARENCE F. CARROLL.

SUPERINTENDENT OF SCHOOLS, ROCHESTER, NEW YORK.

A very healthy and growing spirit exists among Rochester kindergartners; an open and unprejudiced mind toward all phases of kindergarten thought; a progressivism that is not radical; a conservatism that is not narrow. The material, tangible side of the work is characterized by broader, freer and more original expres-

sion than of old, and this is typical of the spirit which pervades the entire educational work of our city. This unity of purpose governing the life of the school makes possible the natural progression from grade to grade; the realization in a degree of Froebel's words: "In God's world, just because it is God's world, the law of all things is continuity; there are and can be no abrupt beginnings, no rude transitions, no today which is not based upon yesterday." So truly is the kindergarten now a natural step between the home and the school that its worth has been well demonstrated to the community.

Just as this harmony between the kindergarten and the school was well established and assured Mr. Gilbert relinquished his work in Rochester to enter upon editorial duties elsewhere, still in the educational field, and exerting a wider influence, and Rochester lost an educator who, by his broad, clear vision and indefatigable energy, had accomplished what few other men could have done in two years' time. But so effective and fruitful was his work that no doubt was felt as to its permanency and his influence upon Rochester schools will long be felt. Mr. Gilbert's successor was a man fully in sympathy with his aims and prepared to further them. Mr. Clarence F. Carroll came to Rochester in the spring of 1903 and the Worcester school system, which he left, stands as a testimony of his high educational ideals. In Mr. Carroll, as in Mr. Gilbert, the friends of the kindergarten feel that they have a staunch supporter.

The approaching convention of the I. K. U. will be welcomed not alone by the group of kindergartners, to whom it will be an especial pleasure, but by all educators, mothers and friends of the kindergarten.

ELIZABETH TUTTLE.

PRIVATE KINDERGARTEN WORK.

ST. ANDREW'S TRAINING SCHOOL.

The history of the St. Andrew's Training School dates from 1891, altho it was the direct outgrowth of the parochial school of St. Andrew's parish, known as Douglas Hall, established ten years previous to this date. Mr. Douglas, a parishioner, built for the parish a house called by his name, in which was reserved for school purposes a room large enough to accommodate forty pupils. The aim of the founder was to bring the younger children under the influence of the church and to combine the moral and religious training with intellectual culture.

The success of the school was somewhat retarded by lack of means to secure competent teachers, and for want of confidence in the work the patronage was small. In 1891, however, a sum of money came into the hands of the rector of the parish large enough to procure at a reasonable salary a principal. Mrs. Katherine Whitehead was chosen to fill the position. She introduced the kindergarten system, and all the necessary appointments for a kindergarten were furnished. From that time the school entered upon a career of prosperity; the whole building was given over to its use and the number increased until one hundred pupils and a large meeting for mothers was the result. In addition to the kindergarten and primary departments, Mrs. Whitehead established in the same year a Normal Kindergarten Training School, with an able corps of instructors. This school provided many teachers, not only for St. Andrew's Kindergarten, but as kindergartens were introduced into the public schools of Rochester, many teachers were supplied from St. Andrew's Training School, and this continued until the Rochester Normal Training School was established. Mrs. Whitehead continued in authority until 1898, when Miss Helen Wallace Orcutt, of Boston, a graduate of Miss Wheelock's Training School, was secured to take her place, and the same work was continued under her supervision until 1901. During these years of pioneer kindergarten work in Rochester many hundreds of little ones, without regard to sect, color or position, enjoyed the advantages of a school of almost ideal conditions, viz: large, commodious rooms, plenty of air and sunshine, ample playgrounds and conscientious, enthusiastic teachers, inspired with true Froebelian spirit. From the Normal

Training department about one hundred and fifty young women were graduated, the majority of whom have been teaching in Rochester or elsewhere, and before its close St. Andrew's Kindergarten Training School had acquired a more than local reputation, students from other parts of the state applying for admission.

Before Mrs. Whitehead relinquished the work the conditions had changed. Steps had been taken to establish a City Normal Training School—the city had placed kindergartens in nearly all of the public schools. Each year new demands were made upon the benefactors of St. Andrew's, so that at last it became clear that this parish was doing work that properly belonged to the city. Accordingly, at the end of 1901 the kindergarten was turned over to the public school, the Board of Education having leased Douglas Hall temporarily. The pupils of the St. Andrew's Training School were admitted to the City Training School and Miss Orcutt was appointed a member of the faculty of the same institution, as instructor of kindergarten theory.

The following extracts from the report of Dr. Cropsey, rector of St. Andrew's Church, announcing to the parish the discontinuance of the work in Douglas Hall, will make the reasons apparent for turning over to the city the St. Andrew's Training School:

It is with the utmost reluctance that I have come to the conclusion that it is no longer necessary nor expedient for us to continue the kindergarten as a branch of our parish work. For twelve years we have carried on this school at a large expense in the interest of the neighborhood, more than strictly in the interest of our parish. The history of the school is one in which the parish may well take pride. Its career has been one of remarkable usefulness and success. . . . The work done in the Training School has been of a very high order and that school has never stood so high in the general estimation as it does to-day. . . . The reason for discontinuing the work lies not in the school itself, but in the conditions of its environment. We find that we are duplicating the work of the public school system.

When our school was established there were no free kindergartens in this city. . . . The city has established a free kindergarten in connection with nearly every grammar school, and Rochester is now the seat of one of the best training schools for kindergartners in the State. Teachers trained in our Training School are doing the work for which they were educated by us, in public, parochial and private schools, which are now to be found in every neighborhood. It is the good work which these teachers are doing that makes ours no longer necessary. We do not deem it expedient for us to com-

pete with the city of Rochester and the State of New York. This being the case our work is ended.

COLUMBIA SCHOOL.

Among Rochester's private schools Columbia School stands in the front rank. Of its two principals, both graduates of our public schools, one had experience in teaching in private schools, one in public, before they joined forces; they have thus had a double experience by which to judge new methods.

Their aim has been to give equal development to head, heart and hand. While always ready to test new ideas, they have been careful and conservative thruout. Music, manual training and nature study were early introduced, and the kindergarten ideals were carried thru the primary and higher grades.

They have succeeded in allowing the pupils great freedom, discipline being never visible, while keeping order and respect. Thorough groundwork, with culture, marks their results. Their pupils take high rank on entering other schools.

The sunny, well-ventilated building pleases the eye, from the big kindergarten room, with its happy, busy children, to the college-preparatory class room, with its quiet students. Plants in the windows, pictures on the walls, lend their charm.

To the teachers each child is an individual study, and the careful mother coming to talk over her child's problem finds ever a cordial welcome.

Some critics have questioned whether, where the children love the school so, thorough work could be done; but the stand these children take on entering other schools seems to prove that the ideal has really been attained of making the children love the work.

A special feature of this school has been its training the children to ideals of public service. Years ago the Columbia School children began to hold an annual sale to raise a fund for a free kindergarten. When the city kindergartens rendered this unnecessary, the funds were appropriated to a vacation playground, and some help was given to the vacation schools. The more fortunate children, who were spending their holiday by the sea or among the hills, have watched eagerly for reports in the home papers of the efforts for the city-bound little ones. It is notable that the principals of this school have been foremost in the movement toward the establish-

ment of public playgrounds in the more crowded parts of the city. They have ever shown a warm interest in the betterment of our public schools and in all efforts of the children of the city. The children are thus taught the best sort of civic pride, the realization that they have a share in uplifting and ennobling the community in which they live.

M. T. L. GANNETT.

VACATION SCHOOLS OF ROCHESTER.

Five years ago the Woman's Industrial and Educational Union of Rochester, N. Y., awoke to the fact that their own beautiful city, like many others, had its congested quarters. In the hot months of summer the streets in these districts were full of poorly cared for, untidy children, with nothing to occupy their hands or minds, and with no facilities for amusement such as are enjoyed by children more happily situated.

The roomy and comfortable public school buildings stood closed during the long vacation, and the thought was suggested: why not open and use them for the purpose of giving to these crowds of little idlers healthful and instructive occupation? The project of a vacation school was at once adopted; a committee was appointed; permission to use one of the school buildings was obtained and the work of organization begun. It was estimated that for about two dollars per child teachers could be employed and the materials furnished for a school running thru a term of six weeks. A canvass was made by members of the union among their friends for money and among the merchants for material. When the object of our work was explained and became fully understood our wants met with a ready response. Thus the financial needs of the work were met.

We had in Rochester a teacher of rare qualities of mind and heart, who was willing to undertake the management of this unique school, where no books were to be used, and where love and sympathy were to be the ruling principles. A corps of teachers was employed at moderate salaries, and quite a number of young ladies volunteered their services without pecuniary remuneration. These volunteers were enthusiastic in their desire to instruct and amuse these little ones. They found their recompense in the satisfaction which they experienced in a work which gave such help and happiness to their little charges.

On a hot July morning in 1899, with fear and trembling, the school was opened. The question arose: would these children appear or would they ignore the effort made in their behalf? This question was soon settled. Before the doors were opened they were besieged by an eager crowd of applicants. If there had not been a ticket limit the building would have swarmed with them. Then came the important work of sifting, in order that the really needy should not be crowded out by those who had comforts and pleasures at home. It must be remembered that our means were limited. Two hundred and fifty children were selected as proper objects for our efforts and the rest had to turn disappointed away.

The work at first was experimental. Carpentry was offered for the boys, sewing for the girls, physical culture and nature study for all. A class was started in story telling. We had plenty of marching, music and games. Thus the little minds and bodies were kept busy from 9 o'clock until noon on every school day except Friday. That was the great day of the week, for always on that day, when the weather permitted, we made an excursion to the parks, the woods or the lake shore. These trips were all-day affairs. They were made in street cars chartered for the occasion. The children were marshaled in groups, each child marked with a ticket of a distinctive color pinned on the breast, and each group in charge of a teacher and having a flag of the same distinctive color as the tickets. On arrival at the destination each teacher established her camp by setting up her flag at the spot which she selected as the headquarters of her group, where they were to eat their luncheons and where they were to assemble when the horn gave the signal to prepare to go home. Each child was instructed to bring his own luncheon and a drinking cup. They were told to bring very simple food for one reason among others, that many of them could bring no other, and it was desirable that wide contrasts in the quality of the luncheons should not excite unpleasant comparisons.

On every excursion the management of the school provided an abundant supply of good milk, which was served out to the children in a systematic manner, each camp being marched in single file up to the place of distribution, each child in turn presenting his cup to be filled. After this formal distribution the milk which still remained was served rather more as the judgment of those in charge inclined. Generally every one had all he wanted, but there

were in the crowd very many cases of children evidently underfed, and these picnics were made the occasion of giving to all such a liberal portion of good sound milk.

On several occasions bananas were furnished as an additional treat, and once we gave them popcorn fritters. The car rides were greatly enjoyed—they were rare experiences to many of them. The children sang and shouted, but any tendency to rough behavior was easily suppressed. Cases requiring discipline were rare. A mere suggestion that the place of the offender could be immediately filled by some one else was sufficient to end the difficulty.

Many touching little incidents proved that the vacation school child soon learns that his teacher is his friend. Often in passing a child will reach out and pat the hand or hold the dress of its teacher, looking up into her face with a hungry appeal for a loving glance in return.

At the close of the six weeks an exhibition was held, to which the parents were invited. Each child was permitted to carry home all the work of his own hands. Much of this work was in the form of useful little household articles.

It brought feelings of real regret to all concerned when the time to disperse on the last day arrived. With arms full and hearts full the children marched away out of the building to the tune of "The Man Behind the Gun," singing the words written for them by their principal:

"Hurrah for our School—
Vacation School;
We've only one rule,
The golden rule.
We try to mind our teachers,
We're kind to all dumb creatures
And we love our Vacation School,"

This was our first school. Our second and succeeding ones were like it. Thanks to the generosity of a philanthropic woman of wealth a second school was organized the next year on plans which had proved successful for our first one. This lady has since that time continued her benefactions so that now for four years two vacation schools have been carried on every summer, accommodating about 600 children.

May the time not be far distant when the public school buildings in our larger cities will never stand closed for any long periods.

We believe that they should all be utilized in a manner similar to that suggested by the history of the experiment which is here partially described. Perhaps these buildings may be well used for other purposes. At any rate we want them for our vacation schools.

Until we cease to turn thousands of children out of the place of organized and well directed occupation and allow them to run for eight or ten weeks of the summer months uncared for in the streets, we may expect during that time large accessions to the number of delinquents in our juvenile courts. Youthful vitality must find expression, and if not wisely directed and controlled will find its outlet in channels far from pleasant.

For five years the women of Rochester have carried on this work and they intend to continue it until its usefulness gains such public recognition that the vacation school shall become a constituent part of the public school system of our beautiful city. We hope that our movement may furnish an example which other cities will be inclined to follow.

ITA P. FARLEY.



LUNCH ROOM IN NEW HIGH SCHOOL, ROCHESTER.

MECHANICS' INSTITUTE.

It is a matter of congratulation among those who are interested in educational work in Rochester that the International Kindergarten Union is to hold its next annual meeting in their city.

All along the line of educational workers, from the newest Mothers' Club to the University, there will, without doubt, be extended a welcoming hand to the men and women who have been instrumental in giving a new interpretation to educational thought and who are coming here to report progress as to what has been done and to confer together as to ways and means for carrying on the work of transforming school methods and life.

The Mechanics' Institute, recognizing the importance of the proposed convention, has already put on record the expression of its gratification and the wish to extend to the members of the Union the hospitality of the Institute in such manner as shall be most agreeable at the time of the meeting.

In anticipation of this event I am asked to give a brief sketch of the Mechanics' Institute, its history, its purpose, the work it has already accomplished and its aim for the future.

The history of this institution extends over a period of eighteen years from free drawing classes in an upper chamber to its present thoro organization, embracing a Department of Industrial Arts; a Department of Mechanic Arts and Sciences; a Department of Manual Training; a Department of Domestic Science and Art, and a Department of Fine Arts, in which are included specially organized courses, covering two or more years of introduction in carefully co-ordinated subjects—all housed in commodious, well adapted and equipped (we wish we might say magnificently endowed) buildings, covering nearly half a block in the center of the city. This growth, looked at from the present point of view, seems phenomenal, but to those who have watched its progress and been instrumental in shaping its course, it is a history of continuous struggle, of hopes and fears, discouragements and triumphs. The secret of its growth lies largely in the character and wisdom of its founders. The first step taken was the awakening of public sentiment in favor of such a school and the securing of a sufficient amount of money for the very modest beginning. But while the first step counts, it is by no means the easiest one, and the effort, year by

year, to secure the necessary funds for maintaining a rapidly growing institution, has sorely taxed those who have given generously and repeatedly and who have passed thru a season of financial depression that well-nigh proved fatal to the continuance of the work. Voluntary contributions from all classes of citizens, together with the never failing generosity of Mr. Lomb, the founder, who has again and again assumed responsibility of new classes, have been the only revenue beyond that received for tuition until 1900, when, thru the liberality of Mr. George Eastman, the building which bears his name was erected at a cost of \$225,000. The following year was marked by a gift from Mrs. Susan Bevier, of \$300,000, the sum to be devoted to the erection and endowment of a Fine Arts building, in memory of her husband, at one time a resident of Rochester. There is, however, except in the case of the Art Department, no endowment.

The original purpose of the founders was to furnish those who were to engage in industrial pursuits such practical instruction as should fit them to do their work with greater intelligence and efficiency. This object has been kept steadily in view, but from the first there has been the determined effort to keep pace with the progressive ideas of the times—both in industrial and educational work, and to so adapt means to specific needs that the Institute should stand in the community, not as a school pledged to certain inflexible standards, but as a growing, helpful agency in the development of the city's best life.

In accordance with this purpose new departments have been organized whenever circumstances have demanded them. In most cases the demand has come from the outside—the new class or department being formed to meet some new condition in the community—while in more than one case the introducing of a class temporarily has been the means of giving it its first hold upon the community.

KINDERGARTEN BRANCH.

We record with pride that a free kindergarten branch was opened in 1887 and was only discontinued when the Board of Education, owing to the persistent representation of the Trustees of the Institution, established the system in four of the public schools of the city.

The introduction of Domestic Science was the result of a conviction on the part of a few women that the influence of the Institute should be extended to the homes of the people. The subject of domestic science was, in 1893, in its infancy, and it required courage as well as prophetic vision to venture upon the necessary expense of equipping class rooms and procuring teachers for a course of study for which there was no popular demand. But the result justified the experiment, and from that time to the present domestic science has held an important place in the work of the Institute. It is impossible to estimate the effect of this training but the mere fact that during the year of 1902-3 the individual en-



NORMAL CLASS IN DOMESTIC ART, MECHANICS INSTITUTE.

rollment in this department alone was 2,317 proves the appreciation in which it is held in the community. It is also a matter of note that for a number of years several hundred pupils from the public and parochial schools of the city have, thru the courtesy of one of the directors, received free instruction in cookery.

NORMAL COURSE.

The urgent need of good teachers led, in the fall of 1897, to the arranging and organizing of a normal course. The announcement of such a course was made before there had been a single application

for such instruction, but, as before, by furnishing the supply we helped to create the demand and the unexpected opportunity was met by a dozen young women who constituted the first class. Sixty-one diplomas, recognized by the Board of Regents of the State of New York, have already been granted. At present the demand for trained teachers in public and private schools, college and social settlement work, directors of domestic science in agricultural and normal colleges, hospital dieticians, lunch room directors and Y. W. C. A. teachers, far exceeds the supply.

A most valuable addition to the scope of the Institute work was made in the introduction of Manual Training in wood and iron in 1896. The establishment of these classes was in accordance with the original plan, which embraced the purpose of making the Institute a technical school, prepared to teach branches not provided for in any other of the city educational institutions. Since this branch has now become incorporated in the regular public school curriculum the Institute has added to its other normal work a two-years' course designed for those who propose to become teachers and directors of manual training.

The opening of a department of Mechanic Arts, corresponding in rank to the high school and designed for pupils who expect to engage in industrial pursuits, is the latest addition to the work.

There were, during the last year, nearly 4,000 pupils in attendance. But statistics fail to give an adequate idea of the Mechanics' Institute as a school and of its hold on the community. Differing, as it does, from the public schools, bound by no traditions of the past, and working out a somewhat independent course in subjects comparatively new, it has already won a place in the foremost rank among technical institutions. Its board of management is made up of men and women representing all phases of thought and life—industrial, educational, commercial, artistic and social. In close touch with its every day life, giving time and service in no perfunctory manner, and working harmoniously together, they have given to its direction a breadth and tone that promises well for its continued usefulness.

Among the teachers—a number of whom have been educated at the Institute—there is a marked spirit of earnestness and loyalty that makes itself felt thruout the classes. The practice teaching

done by pupils in the senior normal classes is evidence of what they will be able to do when they enter upon their profession.

The student class represents a great variety of young people coming, some in the morning, some in the afternoon, some in the evening. The majority of these, especially the evening pupils, are residents of Rochester. In the normal classes and in all full course departments there are large numbers not only from the adjoining towns, but from all over the country. The present outlook indicates an increasing tendency in this direction and we look for still broader fields of usefulness as the work of the Mechanics' Institute is better known and understood.

MARY I. BLISS,

Superintendent of Department of Domestic Science and Art.

THE DAYS OF LONG AGO.

Barely an hundred years have passed since the first white settlers entered the beautiful Genesee Valley, and yet this short time has so effectually effaced traces of its former occupation that we find it almost impossible to believe that these familiar home surroundings were so recently in the possession of a savage and hostile people.

Yet for centuries this fertile country was a famous hunting ground of roaming tribes of red men, and for many years it had been a favorite dwelling place of the warlike and powerful Senecas, who held this, the western "Door of the Long House" of the Iroquois, safe against invasion.

The bloody part taken by these favored allies of the English during the Revolutionary War left little room in the minds of the first white settlers of this region for romance regarding the Indian. Even if they had been inclined to seek and preserve any mementoes of this strange people the pressing needs of life in a new country gave small opportunity for such matters.

This indifference of the pioneers to the earlier history of the country where they had come to establish their homes accounts for the ruthless destruction of old village sites or fortifications which stood in the way of the ploughs that leveled the fields in preparation for the grain which was to take the place of the vanished forests.

Doubtless many an antiquarian treasure was destroyed in those early days, for on nearly every farm were found arrow heads of flint

and occasionally other stone implements, but they were seldom kept, and now they are rarely found.

A curious stone image of a nearly black color was found about forty years ago on the old Case farm on the Sea Breeze road. It was rudely fashioned into the shape of a four-footed beast, and what was remarkable about it was a well-defined trunk, or proboscis, suggesting a resemblance to the elephant.

But the existence of such an animal was probably unknown to the primitive people for whom this image was made.

Is it possible that it may have been a rude attempt to preserve in stone the tradition of some prehistoric monster long since become extinct? It is to be regretted that the owner of this unique relic, after leaving the farm and moving from house to house in town, should at last have moved to Michigan, so losing all chance of ever having it placed among the other Indian curios in the collection of the Historical Society.

One more mention of another interesting stone accidentally picked up by a farmer when driving cattle in his lot near Sea Breeze. A common red sand stone of oblong shape had been carved into a singular likeness of an Indian. A similar stone, more defaced by time, was found near by, and these were kept by the family for many years.

If it were only understood by the workers in our fields and by those employed on any work requiring deep digging that stone implements or other relics had a possible value or interest to the antiquarian, we might hope that our collections might even yet be enriched by some of these long-hidden treasures.

THE COBBLESTONE SCHOOLHOUSE, IRONDEQUOIT.

Twenty minutes by the electric cars from the "Four Corners" out to the Culver road and then a ten minutes' walk down a quiet country path brings one to the little cobblestone schoolhouse, a quaint survivor of a time long past.

Not that it is so many years since it took its place among the other school buildings of Monroe County as a substantial and suitable building for educational purposes, but in contrast to the modern schools in the city so near by, a century might have intervened since its foundations were laid.

When the first settlers of this southern point of the extensive

township of Irondequoit had cleared their fertile farm lands of the forest trees, which the true old settler always seemed to regard as enemies, to be destroyed and no quarter given; when abundant crops of wheat had for several years generously repaid their toil, and when nearly every family had been so prospered that their first small dwellings had given place to substantial, well-built homes, then it was decided to replace the tiny first schoolhouse with a building more appropriate for a prosperous district.

It may be of interest here to note that even this humble little first school building is still in existence, doing duty as a wing to the old Jackson homestead, which stands close to the road on the grounds of the new Municipal Hospital.

It formerly stood on the wedge-shaped point of land just south of the cobblestone. It was so slightly fastened to its foundations that it was a favorite prank of the older boys, with a fence rail for a lever, to hoist it up, while the girls and younger children were terrified and the teacher vainly protested.

Possibly it may have been this experience which influenced the men who planned the new schoolhouse to make it the solid structure that has already stood for nearly seventy years and which is good for as many more to come. At any rate, the stones were laid in cement of such excellent quality that in later years the difficulty of demolishing the walls was no small factor in saving the building from destruction.

The laying of these cobblestone walls is a lost art among masons of the present day, and when after more than thirty years of use it became necessary to build an addition only one man, who had long been retired from active life, could be found who knew how to match the work in the old walls. It was at this time that the cupola was added, with its bell and weathervane, and with these changes the exterior is precisely as it was when built in 1836. The trees which give shade to the playground were planted fifty years ago, and few other country schools at that time had a vestige of shade.

Besides being a rather curious relic of a by-gone time, our little schoolhouse has also the distinction of occupying an altogether unique position in its district.

Built according to the law which directs that a schoolhouse shall be as nearly as possible in the center of the district, such changes have been wrought by time that it now stands at the outer edge of its

territory. The original limits of the district were from Goodman street to Irondequoit Bay and from Arbutus avenue on the south to Norton street on the north. The southern portion of the district was taken in a few years since when a new schoolhouse was built to accommodate the large and growing colony of Hollanders who have settled in this part of Brighton.

The whole western section has for many years been a part of the ever-encroaching city, and although it still seems so remote, yet it is probably only a question of a few more years before this queer little relic shall be swept away by the next extension of the city lines.

While noting some of the special distinctions of our city we are proud to remember that Rochester is the home of Miss Susan B. Anthony and her co-worker, Miss Mary Anthony. The world knows Miss Anthony as the champion of woman's rights; we know her as neighbor and friend. Her self sacrifice in giving herself to the great public work has deprived her of much of the enjoyment of domestic life, for which she has a deep love and appreciation. Such women make the best of citizens. Just one instance out of many: In our women's recent endeavor to make our University co-educational Miss Anthony materially hastened the day by her tireless energy and enthusiasm (still young at 84 years) in arousing the citizens to their responsibility in carrying the movement. In all measures of reform, whether political, social or educational, the force of her individuality is always strong and fearless on the side of justice.

H. S. C.

A TRILOGY OF VERSES FROM ROCHESTER.

BY W. C. GANNETT.

THE TEACHERS.

Ser Brunetto's Crown.

"You taught me how man makes himself eterne!"
 So Dante thanked the teacher of his youth
 In that strange pilgrimage beyond the grave,—
 Nor found him 'mid the blest with Beatrice,
 Nor yet with those who loved their swathing flame
 And waited for the trembling of the Hill.
 The word was coronation and Hell glowed!

And it was confutation of the Hell!
 Who wakes in us the sense of the Eterne
 That *is* whereof he speaks. Let Teachers all
 Take cheer, in stress, from that far-shining word,
 And, when their little Dantes cross their path,
 Feel on their brows old Ser Brunetto's crown.

THE KINDERGARTNERS.

"We are laborers together with God."

Co-workers we with Him! If we were asked
 To star with him the spaces of his night,
 To light with him tomorrow's sunset glow,
 Or fashion forth the crystals of his storm,
 Or teach his sweet June-roses next to blow,—
 That were beatitude! But, holier tasked,
 Of all his works of beauty fairest—high
 Is that he keeps like hands for us to ply!

When he upgathers all his elements,
 His days, his nights, whole eons of his June,
 The Mighty Gardener of the earth and sky,
 That to achieve towards which the ages roll,
 We hear a Voice, with all the spheres a-tune,
 "Help me, my comrades, flower a little *Soul!*"

THE MOTHERS.

"God could not be everywhere, so He made mothers."

When amid all life's miracles I try
What highest argument may certify
That God is good, however things may seem,
On this I rest,—
And evil seems but dream—
That every little soul that voyages towards birth,
When it arrives on earth,
Makes land and haven on a Mother's Breast.

This, too, I think: If mother-rapture wait
Each helpless advent on Time's island-shore,
Must not Eternity, the continent,
Have harbors all as safe? We ask no more.



SENECA PARK, GENESEE RIVER GORGE.

THE LITTLE BIRD'S MESSAGE.

MINNIE BELLE FELTS.

“**W**AKE up, dear,” said Mother Nature to her youngest daughter. “It is quite time.”

“Is it really time at last? I have slept so long. But how glad I am to go now,” said her little daughter, “Spring.”

Jumping up quickly, she began to prepare for her visit to the earth. She put on a dress of palest green, and fastened it with bunches of sweet flowers. In her arms she carried garlands of flowers, some small and delicate, others tall and stately like the dear Easter lilies. Her hair was loose, and looked like threads of golden sunlight. Her face was pink and glowing as the sky at the dawn of day. Her eyes were as blue as the violets, and her breath as sweet as their perfume. She smiled as she dressed. “What joy I shall bring to the earth,” she thought. “Wherever I shall walk the grass will spring up and make a carpet as soft and delicate as my own dress. I shall breathe on the little brooks, and they will run away laughing in the sunlight.” At the thought of this Spring laughed, too; and you could almost have fancied it was the brooks themselves, so sweet and silvery did it sound. “I shall call to the flowers to awaken. I shall smooth the rough bark of the trees until all the tiny leaf buds are out. Then I shall kiss them every one, dear little baby buds!”

At last she was ready. “Good-bye, mother, dear,” she called. “I am going,” and in a moment she was on her way. She walked slowly over the earth and called to her helpers. The South Wind came, the sun shone bright and warm, the snow began to melt and run away in tiny little streams. Still Spring walked slowly. She was thinking. “I have forgotten something,” she said. “What is it?” “The birds, the birds,” whispered the South Wind. “The birds, the birds,” cried Spring. “Whom shall I send to the south-land to call them home?”

“I’ll go,” said the South Wind.

But Spring shook her head. "I need you here to soothe the seed babies."

"Let me go," said the little Brook.

"You take too long a way, dear. I need a swift messenger, one who will go as straight as an arrow."

And now a little fellow walked up and bowed low to Spring. He had on a fur coat and a long peaked cap. His eyes danced roguishly, and he could scarcely keep a smile from his lips. "I'll go, Miss Spring," he said, in a clear, icy voice.

"No, no, Jack Frost. Do I want to frighten my birdies? Run away quickly, you mischievous elf," and Jack Frost turned a hand-spring and was gone.

Just then a little brown sparrow flew down at Spring's feet. "Twert, twert," he said. "I'll go; I'll go."

"The very one," said Spring. And she wrote this message: "Dear Birdies:

"Come home and build your nests. I miss your singing.

"Miss Spring."

The little sparrow took the message carefully in his beak, and with a saucy nod of his head flew straight for the South Land. All day he flew, stopping only long enough for something to eat. At night he rested, and in the morning, with the first rays of the sun, he was flying, flying to the South Land.

At last he reached the birdies. He found a robin first, to whom he gave the message. The robin read it once and, flying to the top of a tall tree, he sang the message over and over again. A little wren heard it and sang it so loud and in so many different ways that his small throat seemed ready to burst. Then a lark soaring high in the sky heard and joined in the chorus. The music kept growing louder and sweeter until every bird had heard, and each one sang in his own sweet way. Calling and thrilling, they all sang, "Spring is come! Spring is come!" with such joy and ecstasy that Spring herself heard their voices and was content at last.

"My little sparrow was faithful," she whispered tenderly. "Dear little brown fellow."

ELEVENTH ANNUAL MEETING OF THE INTERNATIONAL KINDERGARTEN UNION, ROCHESTER, N. Y., APRIL 26, 27, 28 and 29.

Headquarters Hotel Powers.

President—Miss Annie Laws, Cincinnati, Ohio.
 Vice Presidents—Miss Lucy Harris Symonds, Boston, Mass.; Dr. Jenny B. Merrill, New York City.
 Recording Secretary—Miss Evelyn Holmes, Charleston, S. C.
 Auditor—Miss Georgia Allison, Pittsburgh, Pa.
 Corresponding Secretary and Treasurer—Miss Stella Wood, 307 South Ninth Street, Minneapolis, Minn.
 Chairman of Local Committee—Miss Ada Van Stone Harris, 207 East Avenue, Rochester, N. Y.

Program.

Tuesday, April 26—10 a. m. Meeting of Committee of Fifteen for Organization and Discussion. Miss Susan E. Blow, Chairman.

Tuesday, April 26—2:30 p. m. Conference of Training Teachers and Supervisors. Miss Nina C. Vandewalker, Chairman.

Topic—Practice Teaching in Kindergarten Training.

1. Practice Teaching as Seen by the Kindergarten Director.

Report on Part I of Questionnaire—Miss Ruth E. Tappan, Pittsburgh, Pa.

Discussion—Miss Mary C. McCulloch, St. Louis, Mo.; Miss Cynthia P. Dozier, New York City.

2. Practice Teaching from the Training Teachers' Standpoint.

Report on Part II of Questionnaire—Miss Nina B. Colburn, Cincinnati.

Discussion—Miss Bertha Payne, Chicago.

Tuesday, April 26—8 p. m. Training Teachers' Conference Continued.

3. The Graduate's View of Practice Teaching.

Report on Part III—Miss Alice E. Fitts, Brooklyn, N. Y.

Discussion—Miss Geraldine O'Grady, New York.

4. The Junior Year Without Practice Teaching.

Report on Part IV—Mrs. S. S. Harriman, Chelsea, Mass.

Discussion—Miss Amalie Hofer, Chicago.

Wednesday, April 27—10 a. m.

Address of Welcome and Response.

Report of Committee on Arrangements.

Report of Recording Secretary—Miss Evelyn Holmes.

Corresponding Secretary and Treasurer—Miss Stella Wood.

Auditor—Miss Georgia Allison.

Committee on Foreign Correspondence—Dr. Jenny B. Merrill.

Committee on Nominations—Miss Fanniebell Curtis.

Appointment of Committees on Necrology, Time and Place of Meeting, Resolutions.

Report of Delegates.

Wednesday, April 27—Afternoon will be arranged by local committee.

Wednesday, April 27—8 p. m. Addresses by President Schurman, of Cornell University, Dr. Richard G. Borne and others.

Thursday, April 28—9:30 a. m. Parents' Conference—Mrs. M. B. B. Langzettie, Chairman.

Thursday, April 28—2 p. m.

Round Table—Miss Emilie Poulsson, Chairman.

Story. The Two Paths. Miss Maud Lindsay, Tuscumbia, Ala.

Address. Child Types in Literature. Rev. A. A. Berle, Boston, Mass.

Address. The Co-Operation of Librarian and Kindergarten. Miss M. E. Hazeltine, Prendergast Library, Jamestown, N. Y.
 Story. Wishing Wishes. Miss Maud Lindsay, Tusculum, Ala.

Thursday, April 28—Reception arranged by local committee.

Friday, April 29—9:30 a. m. Business meeting.

Reports of Committees on Training, Parents' Conference, Literature, Library and Magazines, Propagation, Finance, Publication.
 Report of Froebel Memorial House Committee.
 Report of Committee of Fifteen.
 Election of Officers.
 Plans for Coming Year.
 Miscellaneous Business.

Friday, April 29—2:30 p. m. Three-Minute Talks by Leaders in the Kindergarten Movement.

Introductory Remarks by Clarence F. Carroll, Superintendent of Schools, Rochester, N. Y.; Miss Susan E. Blow, Cazenovia; Mrs. James L. Hughes, Toronto; Mrs. Alice H. Putnam, Chicago; Miss Laura Fisher, Boston; Miss Josephine Jarvis, Cobden; Dr. Jenny B. Merrill, New York; Mrs. Mary Boomer Page, Chicago; Miss Harriet Niel, Washington; Miss Mary McCulloch, St. Louis; Miss Alice Fitts, Brooklyn; Miss Lucy Symonds, Boston; Miss Patty Hill, Louisville; Miss Bertha Payne, Chicago; Miss Fannie-belle Curtis, Brooklyn; Miss Annie Howe, Kobe, Japan; Miss Emilie Poulsson, Boston.

Report of Committees on Necrology, Time and Place, Resolutions.
 Presentation of New Officers.
 Adjournment.

Saturday, April 30—10 a. m. Meeting of Executive Board.

The Mechanics' Institute has very cordially opened its doors to the International Kindergarten Union, and the members will find there an attractive, comfortable room where they may go to rest, write or visit. There will be some one always in attendance to give any information desired. Luncheon and supper may be procured in the dining room at very moderate prices.

Railroads have granted the usual concessions of one and one-third regular fare to Rochester and return.

If you expect to attend notify as early as possible the corresponding secretary, Miss Martha E. Brown, 56 Rowley street, Rochester, N. Y.

Hotels recommended by local committee are: Powers (headquarters), Whitecomb House, Osburn House, The Davenport, Jackson Hotel. Lodgings and table board at reasonable rates.

Special rates and excursion to Niagara Falls.

In writing to hotels state whether a single or double room is required; with or without bath; length of time, and approximate price applicant wishes to pay, \$1.50 to \$3.00. Further details in April number of the KINDERGARTEN MAGAZINE.

A TWENTIETH CENTURY ROUND TABLE.

A department open to the informal discussion of question of importance to all practically interested in the nature of children, whether as kindergartner, parent, grade teacher, or Sunday-school teacher.

MEETING OF STATE PUBLIC SCHOOL TEACHERS' ASSOCIATION—LA.

In December last the Louisiana State Public School Teachers' Association had their annual meeting, including for the first time a kindergarten department, with Miss Evelyn Waldo as its head. It was most successful and resulted in those present organizing themselves into a committee to propagate the cause of the kindergarten in their state.

The papers given at this first meeting were addressed presumably to those ignorant as to the nature, purpose and value of the kindergarten. Miss Waldo reported upon the topic, "What Some Superintendents Say." From the grades came a voice telling "How a Kindergarten Training Helps a Primary Teacher." Miss Marguerite U. Gill told "How It Helps the Child in Its School Work," and Miss Agnes A. Green replied to the question "When Children in the Primary Grades Have Not Had the Benefit of Kindergarten Training What Can We Do to Partially Make up the Loss?" This paper will be reported in the April number of the *KINDERGARTEN MAGAZINE*. Miss Kate Eastman gave suggestions as to how "What Can We as Kindergartners Do to Advance the Cause?" and another paper told what the kindergarten training meant in the life of any young woman fortunate enough to have taken the course.

Miss Eastman was addressing members of a community which as a whole has not yet grasped the importance of the kindergarten as an essential of the educational fabric. She urged the correlation of the kindergarten as much as possible with that of the grade teacher, in order that the child's school life be a unit and not made up "of disjointed segments." The formation of the mothers' club she finds a means to her end. She indicated the need of concerted

and concentrated effort on the part of the kindergartners of the state and hence affiliation with the State Association as one source of power and progress. She said "The children who leave the kindergarten are the fruit by which the work is judged. Statistics show that the kindergarten robs the jail, penitentiary and poor-house. The object of this department should be to work toward the establishment of the kindergarten as a part of the public school system of Louisiana." Quoting from the New Orleans superintendent to prove its worth to that city, she then urged that every superintendent be asked to give the kindergarten a fair trial and also that united effort be made to have a kindergarten training teacher placed in the State Normal. "Here is the rock upon which to base our hope of having the kindergarten in every graded school in our state." The need of kindergartens will be felt, she believes, as soon as the Southern Education Board achieves its object of consolidating the country schools, which will thus bring the graded system, and it is to be hoped the kindergarten also into every such school.

What are some of the lessons to be learned from the terrible tragedy enacted in Chicago just before the dawn of the New Year? We have had a fearful example of the law of the *Gliedganzen*. Not the individuals alone, but the community as a whole, is responsible. Body and members, together guilty, suffering together. Negligent, incompetent, indifferent officers elected by a careless, indifferent constituency. Municipal laws, based on sheerest common-sense, ignored and disobeyed and hundreds of lives imperilled and lost, all in the name of Greed. There is a joy and a pleasure and a peace in life that does not depend on money. The kindergartner's blessed privilege it is to give to the child the key that unlocks this door. In the kindergarten, too, should be laid the *foundation* of a character that does honest work itself and demands honest, faithful service of others; that is law-abiding itself and expects others to be obedient to law; in which the social consciousness has been so awakened that it is impossible to seek for pleasure or profit at the expense of the health or life of the weakest member of the *Gliedganzen*. High or low, near or remote, in our own family or city, in China or Japan, we are all members one of another, and the law of life is the law of service.

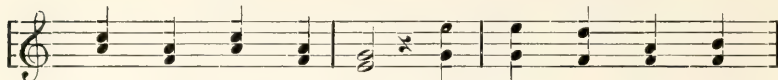
The Army of the Birds.

MARY McNABB JOHNSTON.

MRS. E. A. THOMAS.



1. The gol - den sun was shin - ing Up -
 2. He called the birds to help him To



on a wind - y day; For weeks he had been
 drown the North Wind's roar. They hur - ried forth in



try - ing To scare Jack Frost a - way.
 hun - dreds From many a South - land shore.

3 In glossy coats of yellow,
 And red and brown and blue,
 Each little feathered fellow
 To battle bravely flew.
 4 With laughter set to music,
 Those brave and happy throngs
 Sent off the king of winter—
 Their weapons were their songs.

5 Then, with the round sun pouring
 Its flame on hill and field,
 The North Wind stopped its roaring,
 Jack Frost was forced to yield.
 6 He saw the bright wings glowing,
 He heard the merry lay,
 And said; "I must be going,
 I'll take my tools away."

PROGRAM FOR MARCH.

LOVE SHOWN BY OBEDIENCE.

MONDAY. *Circle Talk.* The visit to the fire engine house recalled. The obedience of the men and the horses. Story, "The Pet Horse at the Engine House" (Kg. Rev. Vol. IX, p. 335).

Table Periods. Drawing pictures of horses and engines. Making March calendar.

TUESDAY. *Circle Talk.* Why horses must obey. Results of their disobedience—accidents. Original story showing horse's obedience. "How Karl Learned to Mind."

Table Periods. Building barn with large blocks or appropriate gift, comparing it with the house and school house. Work on calendar continued.

WEDNESDAY. *Circle Talk.* Other animals that are obedient. Children's experiences of dogs' obedience. Original story showing such obedience.

Table Periods. Cutting and mounting pictures of dogs. Building dog kennel with large blocks or appropriate gift; comparing it with other buildings.

THURSDAY. *Circle Talk.* Other animals that obey. How the chickens, sheep and other animals obey their mammas. How they obey people. The calls used for different animals.

Table Periods. Cutting or painting animals. Modeling chickens.

FRIDAY. *Circle Talk.* Story, "The Slow Little Mud Turtle" (Among the Pond People, p. 83).

Table Periods. Making pond in sand table. Free representation or finishing unfinished work.

SONGS AND GAMES FOR WEEK. Animal songs and games. Animal calls and their response. Dramatization of horse's work. "The Farm Yard" (Blow p. 240), "Six Little Puppies" (Neidlinger p. 48).

OBEDIENCE IN NATURE.

MONDAY. *Circle Talk.* The necessity for obedience on the part of people and animals recalled. The obedience of seels, bulbs, trees and flowers. What Mother Nature calls them to do in the spring and in the fall.

Table Periods. Painting trees as they appear in March. First gift exercise for youngest children, the balls being bulbs. Work on calendar continued.

TUESDAY. *Circle Talk.* Story of a flower that did not obey. "Moccason's Adventure" (Kg. Rev. Vol. X, p. 9).

Table Periods. Cutting pictures of bulb or plant, with leaves. Laying out garden in sand table, or modeling flower pot.

WEDNESDAY. *Circle Talk.* Other things that obey. Story, "The Discontented Weathercock." (Boston Collection, p. 65, Song Stories, p. 23, or Harrison's Study of Child Nature, p. 201).

Table Periods. Making a pin wheel to show action of the wind. Cutting arrows or weathervanes which show the direction of the wind.

THURSDAY. *Circle Talk.* How the sun, moon, and stars obey.

Table Periods. Cutting and mounting moon and stars. Folding circles into halves, quarters, etc.

FRIDAY. *Circle Talk.* Stories of obedience retold. The results of obedience—order and happiness; the results of disobedience—discomfort and unhappiness. Story, "The Bat Who Wouldn't Go to Bed" (Among the Forest People, p. 123).

Table Periods. Painting the picture of the tree in which the bat lived. Painting bat seen in the museum.

SONGS AND GAMES FOR WEEK. Rhythm exercise of the sleeping and waking flowers. Game of the weather vane. Fall songs pertaining to the sleep of Nature, recalled. "The Weathervane" (Blow, p. 160, or Song Stories, p. 26), "Stars and Daisies (Blow, p. 225 or Smith II, p. 68).

HOW THE CLOCK HELPS US TO BE GOOD.

MONDAY. *Circle Talk.* How the sun helps in telling that it is morning, noon or night. What the clock tells. How this helps.

Table Periods. Representing clock with sticks and rings. Work on calendar.

TUESDAY. Circle Talk. Kinds of clocks and watches. The big clocks like the one in the City Hall tower or those in church steeples. The two different ways clocks have of telling time.

Table Periods. Building City Hall tower with fifth gift or large blocks. Second gift pendulum exercise for younger children. Making representation of watch or clock face from circular paper.

WEDNESDAY. Circle Talk. The clock's hands and face and what they do to help. How the pendulum helps. How the clock looks when it is time to go to kindergarten or to go home.

Table Periods. Making rugs and furniture for doll house, the work being apportioned among the different tables. Making chains like those used on watches.

THURSDAY. Circle Talk. What happens when papa and mamma do not obey the clock. What happens if people do not obey it when they are going away on the cars. Other things that happen if people are not on time.

Table Periods. Work on doll house furnishings continued. Making station with large blocks or appropriate gift, comparing it with buildings previously made.

FRIDAY. Circle Talk. "A time for everything and a place for everything." Rhyme, "Magical Neatness" (Kg. Rev. Vol. XI, p. 289).

Table Periods. Work on house furnishings continued. Free representation.

SONGS AND GAMES FOR THE WEEK. Clock songs and games (Blow, p. 174 or 175 or Neidlinger, 54). "Signals of Time" (Hill, p. 88). Marching and rhythm exercises.

HOW TO MAKE HOME HAPPY.

MONDAY. Circle Talk. The necessity for promptness, order and obedience in the home recalled. Other qualities needed to make home happy—kindness, helpfulness, etc.

Table Periods. Making set of paper dolls for doll house, each table making one doll with clothing. Modeling boxes for dolls' clothings.

TUESDAY. Circle Talk. Story to show the desirability of cheerfulness. "The Fairy in the Mirror" (Boston Collection, p. 24, or Kg. Gems, p. 33).

Table Periods. Work on dolls continued. Work on boxes continued.

WEDNESDAY. Circle Talk. Story about pleasant looks in the home recalled. A story showing the desirability of saying pleasant things. "Diamonds and Toads" (Boston Collection, p. 41).

Table Periods. Building doll houses with gift or large blocks and comparing them with other buildings made. Poster work representing household occupations.

THURSDAY. Circle Talk. Story showing that words should be true as well as kind and pleasant. "The Wonderful Gates" (Kg. Rev. Vol. XI, p. 98).

Table Periods. Drawing, cutting, or modeling kitchen utensils. Poster work continued.

FRIDAY. Circle Talk. Story of help given unconsciously, through cheerfulness. "Pippa" (Child Stories from the Masters).

Table Periods. Finishing of unfinished work. Free representation.

SONGS AND GAMES FOR THE WEEK. Songs and games of the home and family. Doll plays. "The Family" (Blow, 207 or 209), "Happy Brothers and Sisters" (Blow, p. 215), "A Little Fairy" (Nature Songs, p. 74), "Father and Mother's Care" (Hill, p. 74).

NINA C. VANDEWALKER.

ECHOES FROM KINDERGARTEN CLUBS.

Philadelphia Branch of the International Kindergarten Union. This branch has been enjoying a glorious musical treat, and consequently we have welcomed many new members in our ranks.

Mr. Walter Damrosch has given us a course of Lecture Recitals on Wagnerian Opera. Whether he described the scenic effects, narrated the legendary plot, or illustrated the *leit motive*, his audiences listened with enthusiastic attention, for his artistic and sympathetic reproductions thrilled each listener till theme and music seemed more than human. Following the four lectures on the "Nibelungen Ring" were two on "Parsifal."

The regret of all is that the time was too short for enough of the glorious music. But each listener has been stirred by the magic of the master's art, and Wagner will henceforth be more admired and understood by the hundreds who heard Mr. Damrosch's appreciative and poetical interpretation. On February 2nd Dr. Robert Ellis Thompson, president of the Central High School, addressed an interested audience on "The Beliefs of Our Forefathers."

V. B. J., Corresponding Secretary.

The St. Louis Froebel Society held their January meeting at the Wayman Crow kindergarten, Saturday, January 30th. The society was addressed by Mr. Wm. Schuyler, of the St. Louis High School on a most interesting subject, "Fairy Stories, and Folk Lore." Mr. Schuyler in his address called attention to the following points:

"Fairy stories are the seed or germ from which the literature of a people springs—upon which it is based. There being no native traditional folk lore in America, we have to adopt that of others. In those stories you find the habits of a primitive people, and their beliefs. You cannot find the origin of them. They are not written, but are gathered from peasants and nurses and professional story tellers. They must be gathered from an illiterate nation. When a nation learns to read, folk lore vanishes. Almost every nation has its professional story tellers. And the people (like children) will have no alteration in the details of a story. They must have absolute rendition. A large number of the well known fairy tales are common to all nations. Such as the Swan Maiden, Cinderella etc. These differ in minor detail only, the meaning being the same. This similarity is accounted for by the fact that different races of men have passed through certain similar stages of development. These being illustrated by these tales and their intense attraction for children lies in the fact that each child goes through in his own development, substantially the same stages. A fairy story will hold a child when nothing else will

To the savage mind, the sequence of one thing upon another is cause and effect. He knows only his own savage nature. He fears the storm, the rain, the wind. They injure him, as he has injured others.

To his mind the animals can talk and would were they not so sly—a quality, to him, most admirable. The savage dreams of himself and from his dreams he makes these tales. In the earliest stories the characters were simply a man and a woman—later they became prince and princess, and still later they were given names—such as Rose Red—Snow White—Cinderella—Goldenhair—But these names always had a meaning. They illustrated some quality of the person. The essence of these tales is the weakling triumphing over the stupid strong by his slyness or craft, as in the tales of Uncle Remus by Harris. In them the cunning little Brer' Rabbit gets ahead of everybody by his craftiness. In the German tales the fox takes the place of the rabbit. It is the victory of intelligence over brute force,

of mind over matter. At first the stories were those of animals only. Afterwards they were of both animals and human beings. In the later stories you find craft accompanied by kindness. The intelligent person has wit to see that kindness pays. Then they come to recognition of relationships. A full knowledge of relationships leads to kindness of action. First, the kindhearted hero gains the favor of animals, enchanters of fairies by his kindness. Next he uses the powers given by them in return for this kindness, to aid and help others. He is still crafty, but very brave. In all these tales, the hero has three important characteristics. First, intelligence; second, bravery; third, kindness or generosity. Do not attempt to draw a moral, but emphasize by constant repetition the intelligence, bravery and kindliness. People who are intelligent, brave and kind, tell the truth. It is the timid, cowardly people who lie either from fear or from gain. Remember that the fairy story is not literature, but the origin of literature, and is the only proper story for a very young child."

FRANCES K. CAMPBELL, Corresponding Secretary.

KINDERGARTEN EXAMINATIONS for the Chicago city schools are to be held at Easter, this year, as there is a demand for teachers just now. Also it is proposed to open ten new kindergartens in September and it is desired to have teachers ready for them. The opportunity is a very good one for those wishing to teach in Chicago, for the kindergartens are becoming more stable and thoroly organized, and in a year or two the opportunities to gain positions will not be as good as they are now, as the city training school will be graduating its own students for the work.

Any kindergarten teacher of reasonable attainments in education and with graduation from a training school of good standing should not find it difficult to pass the examination, and every possible credit is allowed that can with justice be given to a candidate.

The maximum salary is \$1,000 per annum, and the opportunities for gaining in breadth of work are numerous. Anyone wishing to take these examinations may obtain by writing to the Board of Education, Tribune building, Chicago, a copy of the regulations governing the admission of candidates and, as a guide to her knowledge of the requirements, a set of papers used in past examinations.

A law was passed in Montana some three years ago which *permits* school trustees of local school boards to establish the kindergarten as a part of their system of public instruction. The following resolution was prepared and submitted by Principal Randall J. Conden, superintendent of the Helena public schools, to the annual meeting of the Montana State Teachers' Association, and was unanimously adopted:

"We recognize that it is of the highest importance that all children should receive that instruction which only the kindergarten can supply, and we urge a rapid acceptance throughout the state of that legislative act permitting school trustees to establish a kindergarten as an essential and integral part of each school system."

Since there may be some of our readers to whom the allusion in Mr. Ganett's poem to the trembling of the hill may be unfamiliar, we quote the following lines from Parson's translation of the Divine Comedy, referring to the entrance of a soul into Paradise:

"'Twas naught irregular: this holy hill
Moved not from the religion of its laws
In way unusual; it remaineth still
Free, subject ne'er to any altering cause;
No reason else, then, why it trembled so
Save that Heaven's will some soul to
Heaven doth call."



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(See Article on Page 466.)

KINDERGARTEN MAGAZINE.

Vol XVI.—APRIL, 1904.—No. 8.

TWENTIETH CENTURY SERIES,

SELF-ACTIVITY IN THE KINDERGARTEN.

MARTHA V. COLLINS, STATE NORMAL, MANKATO, MINN.

AFTER reading the interesting article on "The Children's Playhouse," by Mrs. Ferm, in the KINDERGARTEN MAGAZINE for November, it occurred to me that some of the readers might be interested in another attempt to apply to the fullest possible extent the method of self-activity in the work of the kindergarten. This attempt has been made in the practice kindergarten of a state normal school. County and city superintendents and grade teachers as well as kindergartners are frequent visitors. In many respects the conditions for work have been ideal. We have felt greater independence of local criticism than would have been possible in the public schools. The absence of a tuition fee has also been favorable. While we have always had interest, appreciation and helpful co-operation on the part of those in charge of the work of the institution, we have never experienced the slightest hampering of freedom in the supervision. The application of progressive ideals is carried on in the grades above us, so that there is that unity in spirit and aim which also makes for freedom. One of our greatest advantages lies in our location. As our building is at the side of town, we have that combination of town and country life which gives a very desirable setting for the work. A short walk takes us to places where almost all the domestic animals are kept. Gardens and fruit trees are easy to find and other trees, with the haunts of birds, squirrels and rabbits, are in abundance. There are bluffs and ravines and running streams and much that is fundamental in children interests within easy reach. With this appropriate environment the kindergarten program has in a measure been left to take care of itself, to grow up naturally out of the children's interests in the things about them. Plans have been made—tenta-

tive plans based upon surmises as to the probable trend of these interests, but the carrying out of such plans is not regarded as a matter for congratulation, but rather the contrary. The outlining of a definite program for a week with prescribed gift and occupation has never been thought of. The trend of today's work gives an indication of what tomorrow's will be, and on this basis each assistant teacher presents a written plan suggesting the work for the succeeding day which seems most worth while to her. This plan embraces the story she may tell, the pictures she may use, the game or games that would be suitable, the preparation which she has made through reading or other investigation to enrich the child's daily experience and the materials which might offer a means of expression. A very full preparation on the part of the teacher, at least on the part of the inexperienced one, must be made, but instead of attempting to apply this to the children she tries to secure that degree of self-active interest which will prompt them to make their own plans, to call upon her for what they really require, but for nothing more. This does not mean that the teacher is never to suggest the work or play which will occupy them. If the relationship between kindergartner and pupils is the right one she is regarded as one of them, a partner in all their efforts, the wisest, the most helpful and the most beloved member of the group. If they may choose, why not she? If she is wise she will know when to exercise this privilege and when to refrain. To be always an influence, never a force, is the ideal. Our work has been based upon an unwritten creed which contains such Froebelian principles as the following: 1. Children are by nature good. 2. Every child has a right to be himself. 3. Every child has a right to "inherit the earth and the fullness thereof," which means the right to share in every phase of culture, in every blessing of happiness, health, wealth and influence, and most of all, to be trained to appreciate and to secure these blessings. 4. Every child has a right to the first six years of his life for the free expansion of his personality. During this time he must not be set in a groove or stamped by a system. No adult, no difference how extensive her knowledge of child nature may be, should venture to say to him constantly, "Let us do this," and "Let us do that," during two or three hours of his day for two or three years of his life. No better process of narrowing personality, of weakening will and creating a condition of

dependence in thinking and doing could well be devised. I know as I write that some who may read this will probably have visions of that much talked of product of kindergarten training, a child whose imperious whims are mistaken for natural impulses which must be gratified. I know that some attempts to get away from the stamping and moulding process have resulted in just this. That such results are ever necessary I deny with emphasis. If there is any one thing which kindergarten principles and methods stand for more than another it is the development of the sense of personal responsibility. Only in conditions of freedom can this sense of responsibility really grow, and where it exists freedom is never dangerous. In order to present clearly the condition of freedom which seems to me desirable let me for a moment picture its opposite. This picture is not drawn from imagination, but is an accurate description of work seen rather recently. About fifty children and several teachers were seated in a circle. The opening exercises were not unusual in any respect so I go to the rhythm work which followed. This was remarkable—remarkable in the fact that fifty children performed in exactly the same manner and in almost perfect unison about every movement of which the human body is capable. My feelings changed from admiration to wonder, and then came disillusion. It was too perfect, too uniform, too mechanical and too stagy. Here were automatons and somewhere had been the drill master. Then I thought of Richter's discussion of "Children's Dances" in Levana. I thought how children untutored in the art of such performances naturally respond to rhythm—some with a long step, while others take two short ones—some with only the feet, others with the entire body; some sedately, others seemingly possessed by the very spirit of the negro minstrel. Then I remembered how easily gentleness, courtesy and consideration for others could be gradually awakened in the hearts of these little merry-makers without destroying their sense of freedom and spontaneity. Let us leave mechanical drill for that stage of childhood which it fits, but the kindergarten period, let me repeat, must be kept sacred for the free expansion of the child's personality.

Let us pass to the gift work. I had almost forgotten that it was ever considered essential to devote a special period to the use of gifts and another to occupations. Gift and occupation had long been alike to me—simply material which children might use in ex-

pressing their thoughts. But if there were any thoughts in the heads of these children they must have been holding them over until the afternoon. They certainly were not in evidence during the morning. The stillness was awe-inspiring. It was very suggestive of church or a funeral, and I think it signified, in a measure, mental and physical death. At one table a box of tablets was presented. With much simulation of repressed excitement in her manner, plainly indicating that the contents of the box about to be opened were the most wonderful the children's eyes had ever beheld, the teacher announced in a stage whisper that some little visitors had come to the table and were about to make their appearance. To my surprise, no real interest or enthusiasm was manifested. The children were allowed to come singly and peep into this mysterious box and, with finger on lip, were cautioned by the teacher not to reveal to the others the nature of their wonderful discoveries. This precaution seemed wholly unnecessary, for it was soon evident that all were already familiar to the point of weariness, both with the method of introduction and the material. With the material finally in the children's hands, I hoped for better things. But no! Each must search painfully for a particular spot so many inches from the edge of the checkered table, and each must struggle patiently to place those precious tablets according to the plan in the *teacher's* mind. Then when yawns and restless movements had given unmistakable evidence of fatigue the children were at last given liberty to be self-active. Permission was actually given to move three or four of those tablets according to their own sweet will. It is needless to say that few moves were made, for there was no longer any tendency to think or to do. Strained attention had used up more nervous energy in twenty minutes than free creation would have required for a day's occupations. At other tables there were similar exercises with building blocks, and is it surprising that the games which followed were played in a mechanical and perfunctory manner. Few children participated. The majority stood on the ring and watched or merely waited for relief from the tedious strain. The slightest symptom of life or movement upon the part of these non-participants was promptly squelched by one of the assistants whose functions seemed to be solely those of a policeman. One little child grew white around the lips and I remembered how I used to feel in church when the minister prayed overlong, and how I feel even yet when a painstaking dressmaker

has me in charge. Is it conceivable that anything so arbitrary, so unnatural and so stultifying as this kindergarten could develop from the principles given to the world by Frederick Froebel? Between it and the free, joyous life of the ideal kindergarten there is a wide world of difference. Today this difference is expressed in varying gradations. Dictated exercises have largely given place to constructive work, but too often this calls for little individual thought or effort upon the child's part. The thing to be made, the method employed in its making and the materials to be used have all been decided upon beforehand by the kindergartner. In addition to this she often does such preliminary cutting, marking or folding as render thinking and planning upon the child's part entirely unnecessary. He has only to carry out her ideas in a mechanical way. He doubtless gains somewhat in manual dexterity, in neatness and exactness, but so does the child who works in a box factory, and such gains are insignificant if his highest powers are allowed to lie dormant.

We talk much of self-activity and of growth thru expression. We say that the best results can only be obtained thru the application of these principles. If we really believe this, why do we hesitate to apply them in their fullness? Ideals that cannot be realized in practice, provided the conditions are favorable, are not ideals. With us the conditions have been generally favorable, and for five years we have been occupied in making this test. In the belief that growth through expression means expression of the child's thought, not the teacher's, individual choice of occupation is always a privilege restricted only by regard for the welfare of others. We believe the highest ideal involves the selection upon the child's part of the idea to be expressed, the materials needed for its expression and the independent discovery of how to manipulate the material in order to reach the desired result. If the materials commonly used are placed upon low shelves and the children made responsible for their care, each child may soon be trusted to go to the cupboards and supply his needs, with little or no supervision upon the part of the teacher. Generally speaking, the children are never told or shown how to make anything whatever until they have first tried to do the work unaided. The time for help or direction arrives when they have gotten to the limit of individual endeavor, and not before they have begun. When help is finally given it should be in the form of suggestions, which will lead them to think

out the solution of their problems. To illustrate, suppose a box is to be made and a child seems lacking in ideas as to how to proceed—even to begin. Instead of giving him a paper with the plan already drawn, showing him how or dictating the necessary folds, why not lead him to think what would happen if he emptied his bag of peanuts on the paper before him? When sides have been lifted, the next problem is how to make them stay. When these are finally creased a way to adjust the corners must be found. Everywhere there is room for individual thought, experiment and effort. At first the sides are of varying height, and probably no two corners are arranged in the same way. Gradually the children discover which procedure will bring the best result. There is less tendency to copy than one might suppose. The results of hand work produced in this way are not always beautiful to look at. They would not show up well in an exhibition. They do not compare favorably with the products made according to the ideas and under the strict supervision of an adult, with perhaps a helpful grownup touch here and there to improve the appearance, but they represent observation, thought and effort proportioned to the child's strength, and progress will be as rapid as nature will allow. We have tried to allow the child to put "the maximum of consciousness into every act," to start at once in the manner in which he should continue, and to make a spontaneous and voluntary rather than a forced adjustment of himself to his surroundings. The kindergarten is not merely a place where we come to fold papers or model in clay or sand. It is a place where we live and where we work to make that living enjoyable and profitable. It is another home and the motives which govern the work of the home hold good here. Our own comfort and entertainment of our friends necessitate activity along lines corresponding to those of the home. Cooking, dishwashing, sweeping, dusting, washing, ironing and gardening seem to be indispensable occupations. Not that the children may learn to do these things, for I do not think that motive holds any place here, but that their instinctive attitudes toward such occupations may find room for expression—that they may realize the need for co-operation in their play and that their activities may be given direction by the presence of a real motive. Notwithstanding the presence of a real motive, it is very important that the play spirit be retained. Children of four and five are not fond of work, but, as has often been said, they love to play that they are working. The requirement of uni-

form procedure on the part of every child in a group when ideas are being expressed through the use of illustrative or constructive materials is a forced and unnatural one, but the subordination of the individual desires to the purposes of the group in the social life of the kindergarten is a necessity apparent even to kindergarten children. Even in this work, responsibility for thinking, planning and management of affairs is left as far as possible in the hands of the children. Self-activity is still the ideal and the teacher merely exercises her privilege of suggesting and directing when she is needed. To give no opportunity to develop the sense of responsibility and power of self-control simply because children do not possess these qualities to begin with is folly. To require more than they are able to perform along these lines is a great wrong—to require less is perhaps a greater wrong. President Eliot tells us that "A method of discipline which must be inevitably abandoned as the child grows up was not the most expedient method at the earlier age, for the reason that in education the development and training of motives should be consecutive and progressive, not broken and disjointed." One thing let me emphasize: In order to carry on the work successfully in the manner that I have described it is absolutely necessary that the children be accustomed to the method. Any kindergartner who tries to make a sudden transference of motive power from herself to the children will find that the task is an impossible one, that she has simply created a Bedlam. It is no less necessary that the kindergartner be able to keep the children in that mental attitude with which most of them are endowed by nature. That attitude which prompts investigation, which gives joy in discovery, which ministers to the growth of ideas and provides the tendency to express them. It is in her selection of the elements that go to make up the kindergarten environment that she has power to do this. Except in rare cases her power should be limited to determining the nature and proportion of these elements and not to the character and degree of the child's reactions toward them. The kindergarten is like a table bountifully spread with all that can help and nothing that can harm. To this the children may come freely and supply their needs as nature indicates. By the way, I would like to give Mother Nature a recommendation as a selecting agent. It seems to me she is better able to act in this capacity than is generally supposed, and is entitled to more confidence. Try her and see.

INDIANA NORMAL TRAINING SCHOOL.

LOIS G. HUFFORD.

THE Indiana Normal Kindergarten Training School has opened this year's work under very happy auspices. For several years past, a winter epidemic of smallpox in the neighborhood of the Colored Kindergarten on Coe street, where the school has been located for about ten years, has compelled the removal of the Normal Training School to temporary quarters—now in the parlors of some hospitable church; now in cramped quarters in some business block; and finally, in a rented house which, having been designed for family use, was entirely unsuited to the work of the school. In the twenty-one years of its history, the Normal School has been compelled to move twenty-six times. Only the constant faith and untiring patience of an enthusiast like Mrs. Eliza A. Blaker, the Superintendent, would have kept heart for good work under such trying disadvantages.

In spite of all drawbacks, however, the school has grown steadily, sending out annually increasing numbers of young women well equipped, not only for kindergarten teaching, but for any position where intelligent service for the home, or for society, is demanded.

Those who have had the management of the Free Kindergarten system in Indianapolis, however, have long felt that some adequate provision for housing the Training School should be made. Mrs. H. S. Tucker, treasurer of the Free Kindergarten Society, had the faith of her convictions sufficiently to impel her to inaugurate an effort for raising a fund for this purpose.

Two years ago occurred the death of a man who had, for many years, been known in Indianapolis as the "Children's Friend"—William N. Jackson. Mr. Jackson had been widely known and loved, and his friends felt that such a life of unselfish service as his had been should receive some fitting memorial. To that end, his pastor, Rev. Joseph A. Milburn, volunteered to assist Mrs. Tucker in soliciting money for the Normal Kindergarten building, he thinking that no more appropriate memorial for one who had been a lover of children could be devised.

Nearly all of the entire \$30,000, the cost of this beautiful new home of the Indianapolis Normal Kindergarten Training School, has been raised thru the efforts of these two, supplemented by financial assistance from the treasury of the society and from the Normal Training School itself.

On October 27, 1903, the building was formally and publicly dedicated, Rev. Mr. Milburn, who now has a pastorate in Chicago, coming to Indianapolis to make the principal address.



WILLIAMS N. JACKSON MEMORIAL INSTITUTE.

Erected for the Indiana Kindergarten and Primary Normal Training School at Indianapolis.

As the delighted visitors inspected the house, the expression was unanimous: "This building is complete—perfectly adapted to its uses, and so artistic in its plan and finish and coloring that it leaves nothing to be desired.

Ample accommodations are provided for classrooms and offices, and the spacious halls, with well graded staircases and cosy rest seats on the landings, make the ascent to the fourth story an easy journey. Arrived there, we find a large gymnasium, with dressing

rooms and a shower bath adjacent; a well-lighted and well-equipped art room, and another devoted to instruction in the textile work, such as is now customarily taught in kindergartens and primary schools.

The building has a handsome assembly hall with a seating capacity of five hundred. Its height is that of two stories, and a very pleasing feature is a small gallery which is an arm, as it were, of the third story hall landing, the cost of which was defrayed by the Normal School. In the basement are experimental house-keeping rooms—a bed room, dining room, and kitchen, all provided with modern conveniences—where the teachers in training receive practical instruction for the work in the Saturday Domestic Training Schools which are an adjunct to most of the twenty-three Free Kindergartens under the care of the society.

At the left of the entrance, on the first floor, is the library, the furnishings of which have largely been donated in the name of Helen Schurmann, daughter of one of the Executive Board, who, in her short life, had dearly loved books, and had collected a choice library which now occupies a part of the shelves in this room.

The architecture of this building is simple and chaste, characterized thruout by an air of refinement which reflects great credit upon its designer—Mr. Robert Frost Daggett, a young man.

The Normal School now numbers about one hundred twenty-five students. Classes are formed twice a year—in September and February. In May and June a six-weeks' special course is given for primary teachers. Last season nearly sixty of the teachers in country districts availed themselves of its advantages.

This school has always stood for progress, adopting those methods which are approved by the most rational students of child nature. It is confidently believed that, in its new and complete home, it will enter upon an era of greatly increased usefulness.

THE TOUCH OF JOY.

Within a garden drear and bare
A fragrant rose bloomed forth one day,
To brighten all around it there
And gladden all who passed that way.

Within a tyrant's arms a child
Was held in tenderness one day;
The sun upon his subjects smiled
And gladness through his realm had sway.

S. E. KISER, in *Chicago Record-Herald*.

THE BOY PROBLEM.

The Union of Liberal Sunday Schools, Chicago, met at Hull House, November 10, and listened to an earnest, thoughtful address by Mrs. Lamoreux on the "Boy Problem." Mrs. Lamoreux is superintendent of the Primary and Junior Departments of the Sunday-school Association of Illinois, and speaks from long experience. She confined her attention almost entirely to a consideration of that storm and stress period of adolescence, when the boy is a stranger to himself as well as to others with the new experiences, temptations and inexplicable emotions which assail him at this time. It is this period which usually decides whether the boy is to grow to a strong manhood or to be but a wreck of humanity. It is a crisis when he needs the most loving care in the home and the thoughtful solicitude of the church. But neither church nor home have solved this problem, being either ignorant or indifferent concerning this critical period. The speaker told the story of two children, boy and girl, the girl sick with some dangerous contagious disease, the mother wringing her hands, moaning, "How shall I go thru it?" But there was never heard one word of anxiety concerning the boy, who was on the verge of a far more dangerous crisis. From the ages of fifteen to eighteen is the time when the church usually loses the children. Certain statistics were recently gathered from forty Sunday-schools showing that in three years 85 per cent of children had slipped away from the Sunday-school, and when once away they are rarely gotten hold of again.

Walking thru the slums of New York two serious investigators, one a pastor, asked, of course after tactful introduction, each of the evil looking people they met if they had ever had Sunday-school advantages, and found that not one but at one time or another had had such influences. Many had sat in the minister's congregation, but, as he expressed, had not been reached during this important crisis.

Why is this such a crisis? 1. Because upon entering the teens the boy receives what was contributed by his line a long way back. The teacher needs to know what his inheritance is. 2. Habits now become finally fixed. 3. It is a time of new birth. So great are the physical and mental changes that it seems as if he really were born anew; had come into the world a second time. 4. This is a time when he is most easily influenced under the stress of the changes he is undergoing.

Tho even the worker with little children can never safely say "Just this once," an impression made being for all eternity, still young children are not so susceptible to influences as are those children of fifteen, sixteen, and seventeen. At this time when conditions come up which the boy has never known before he needs more than ever, not a teacher, but a mother, friends, a close personal friend.

Just when he is thus confronted with new temptations, the normal boy has a great hunger for books. From the age of eight to fifteen, he will have reading matter. Then the hunger subsides. The speaker told of a boy of fifteen who told her he had decided to read thru the Detroit Public Library. If the boy at this time is not furnished with good reading matter he will supply himself with what he can get. Alas, for that man who said that at twelve he was given a book which he would give all he had to be able to forget. This is the teacher's opportunity to circulate good magazines and papers. God calls us to grip the whole of the life of the boy and hold on till he is thru this crisis.

There is now also a rapid growth on the social side. This constitutes the real problem. The saloon appeals to him and every amusement appeals to him. A pastor passed a confectionery store crowded to the door with boys, smoking and interchanging funny (?) stories, till ten or eleven at night. He censured the proprietor, who turned on him. "Where, then, will they go? There is no church open." The pastor went home determined that there should be some place open, and a boys' club was organized, which met once a week and met the boys on the social side.

There is, Mrs. Lamoreux said, no shyer, wilder thing than the heart of a boy of fourteen. For reaching him nothing is better than camping out. The teacher to reach them must be willing, like Paul, to become all things to all men, and to have won them before they reach the crisis whose peaks are ages of sixteen and seventeen. Happy the mother who, if her boy's heart shuts up, is shut up inside. Remarking the unusually close relation between a father and his little son of three or four, he replied, that he was working to keep the child close to himself, so that "when he needs a father as he never has before, I will be there." A surgeon, he often took his boy on his long drives of perhaps fifteen miles, working in every way "to keep his life one with mine."

Nothing is more searching than the measuring rod of the boy or girl in their teens. They are very critical of their teacher's state-

ments and attitude, seeking, as they are, their first appreciation of an absolute standard of right and wrong. Psychologists say that the influence of what we say as to what we do is as fifteen to seventy-five. If they do not ring together, if found wanting, the influence is forever gone.

This is the period, especially with girls, for self-examination. They pick themselves, as well as others, to pieces. They are restless; want to leave school. If they can be held over one or two years they will settle down.

The social and altruistic spirit is born now, and there is a great spiritual hunger—a reaching out toward love. This drops at sixteen, but is up again at eighteen. If the question of the acceptance of Christ, of relations to God, are not settled in those years, the chances are overwhelmingly against the impulse being again put forward. **God put into the heart this hunger for Himself.** Our part is to seek to follow the command, "Feed my lambs." The most pressing question of our time is, "Is the young man Absalom safe?"

In discussion the question was asked if in Sunday-schools it was safe to mix the sexes? The reply was, that during this period the sexes were mutually repellant, and psychology shows they ought to be separated for many reasons.

What about lesson helps? was another query. Pencil and paper and outside work assigned along the lines they are interested in, would do—in most cases, was the answer. This outside work need not occupy more than ten minutes.

Miss Wilcox, a high school teacher of long experience, did not agree that boys were very shy during the adolescent period. She thought they were the frankest, most open things on earth, much depending, of course, on the personality of the teacher. The subject, she said, was worth exactly the personality of the teacher. The teacher must be of the kind to win and deserve their confidence. She thought a good boy had a tremendous influence. Good was more powerful than evil. This in reply to a statement that even one bad boy was a dangerous companion. Boys were more emotional than girls, more easily reached thru the emotional side, thru an appeal to sentiment. Sunday-school, like all education, is to fit the child to get along in the world with his fellow-men—to help others. The schools must become social centers.

Judge Russell said that above all things boys hated pretense. They are masterhands at finding out humbug, or affectation. They

begin to reason as soon as they are able to judge and to inquire. If you wish to recommend religion to boys the first thing to be done is to be honest. If they offer objection to a maxim or a doctrine, meet them squarely. If you cannot answer, say so. They will have more confidence in you and what you believe even if you are unable to answer. That is an argument of no mean force, if some one whom they respect believes in it. It is already recommended.

He emphasized the importance of parental authority. Up to a certain time **children must be told to do this or that**. Europe is ahead of us in teaching children in the home.

Apropos of the foregoing address and the discussion evoked by this most important **question**, the following incident recently called to the editor's **attention serves to point a moral**. The papers of Chicago have been giving much space of late to the arrest of the notorious car barn murderers, who, for their selfish gratification of low pleasures, have been guilty of many robberies and murders. These ruthless, brutal criminals were young men of humble but respectable parentage. Some people have attributed their tendency to a criminal life to the influence of dime novels and yellow literature in general, combined with **lack of home government**. Other thoughtful observers see in their record but a reflection of one too self-evident phase of modern life illustrated in the method of illegitimate corporations, as in the lawless strikes. The desire to get rich quickly, no matter at what expense to others. A complete forgetting of the rule to love your brother as yourself.

Characteristic of this spirit seen in many of our short-sighted citizens and parents in this incident. A lady in one of Chicago's residential quarters was held up by three children of excellent families, the oldest not more than five years old. A four-year-old grasped her knees and so overpowered her with surprise that the two others were enabled to seize her handkerchief and make away with it. To be sure, they soon dropped it, showing they had given her the fright and pain partly out of a spirit of adventure rather than cupidity, but they immediately attacked two other passing ladies in the same way. The point we wish to make is, that one of the fathers did not visit upon the child a severe punishment that would have forever cleared his mind of the romantic glamor attached to highway robbery. He *laughed at the trick as an evidence of smartness* on the child's part. Laughed at the little child's imitation of one of the wickedest crimes of modern times.

Far more wise, tho perhaps too severe, was a mother of some years ago. Her three-year-old playing in a neighbor's yard found a useless empty tin can and carried it away. But *the can was not his* and the mother determined once for all to make clear in the little one's mind the distinction between *meum* and *teum*, my things and your things. She made the child walk back to the house and place the can where he found it, flicking all the time the little bare legs with a slender switch. The sister, some years older, was highly angry at her mother at the time, but with mature years she tells that the mother knew best, and the lesson to the boy an invaluable one. A principle was at stake, and the wise mother estimated the offense by not the *value* of the article taken, but by the fact of its *being taken* from some one to whom it belonged.

Which parent will rear the children that will best safeguard the eternal interests of our country?

A SOCIAL FABLE.

A citizen of a republic once went a traveling to improve his mind. He crossed the ocean and visited a certain country, where he saw a boy spending his young years under exceedingly careful tutelage. Wise and well-trained teachers looked after his intellectual development; physicians and athletes and scientific experts watched over his food, and sleep, and recreation, and saw that he had enough of everything. The citizen of the republic asked: "Who is this boy, of which such exceptional care is taken?" and they answered: "This is the future sovereign of the country."

Then the citizen of the republic went home to a great industrial city where he lived, and this is what he saw for one week:

Sunday—A future sovereign selling papers in the rain.

Monday—A future sovereign serving a big department store as cash boy at two dollars a week.

Tuesday—A future sovereign testifying that the worked as a breaker boy in a coal mine, though two years younger than the legal age.

Wednesday—A future sovereign working in a Kensington mill, locally known as the "Kindergarten."

Thursday—A future sovereign, with a message in his pocket addressed to a house of ill repute, holding a gory novel in one hand and a cigarette in the other.

Friday—A future sovereign playing craps on the curbstone because the politicians had not provided schoolhouses enough.

Saturday—A future sovereign coming out of a saloon, carrying a "growler."

And the citizen thought, and thought, and thought.—*The Monthly Leader*.

WORK WITH CHILDREN IN THE CARNEGIE LIBRARY OF PITTSBURG.

ELVA S. SMITH, REGISTRAR OF TRAINING SCHOOL FOR CHILDREN'S
LIBRARY.

IT IS only within the last five or six years that the necessity and importance of library work with children has been fully recognized. Before that time children were very much restricted in their use of the public library, if indeed they were not entirely debarred from its privileges. Now on the contrary, no library, however small, is considered complete without some provision being made for the boys and girls, and in the large libraries the children's department has become essential.

In the Carnegie Library of Pittsburg the work of this department may be roughly divided into two classes; that done in the children's rooms of the Central Library and its branches, and the extension work which is carried on thru the schools, deposit stations, home libraries and playgrounds.

In each of the Library buildings is an attractive room for the exclusive use of the children. Around the walls are low, open shelves which contain all the best juvenile books and magazines, and in charge of each room is a trained assistant, able and willing to help the boys and girls in the selection of their books. Picture bulletins, annotated reading lists, "story hour" circles and reading clubs are all methods which have proved successful in awakening interest and stimulating a love for the best reading.

The public library supplements the work of the schools. This fact has been recognized by the teachers as well as by the Library and has led to a co-operation which has proved beneficial alike to both. Fifty schools in the city of Pittsburg are now supplied with books and the collection for this purpose numbers about 14,000 volumes. The circulation of books thru the schools enables the Library to reach many children who otherwise would never read anything better than the "penny

dreadfuls" of the news stands. Experience has proved that the taste for this pernicious reading matter usually dies away when plenty of good wholesome literature is provided. The books, too, are carried into the homes and many times the children ask to keep the books a little longer so that the fathers and mothers may read them.

The attempt to reach the home and the children is carried still farther by the home libraries which are scattered over the city. Twenty-five dollars buys a small bookcase and twenty volumes. This is placed in some home, and a group of ten or fifteen children is formed. In making up a library to send to a group, the age, sex and nationality of the children are considered and the editions are carefully selected with regard to illustrations and general attractiveness. The home library visitor meets her group once a week, a day eagerly awaited by the children, for at this time they not only exchange their books, but have games and stories.

The work of supplying the summer playgrounds with books began in 1899 and the circulation of books thru this means has increased with each succeeding year. One day each week is set apart as library day and the children crowd about the "library teacher," as the assistant is called, clamoring for books. At first the boys and girls ask for a book which is "thick" or "thin," but in a remarkably short time they know exactly what they want and a popular book often has as many as ten or fifteen reserves on it.

The Training School for Children's Librarians, the only one of its kind, is the natural outgrowth of the work of the Children's Department. The course requires two years and is planned with three definite objects in view, to give the student adequate training in classification, cataloguing, reference work and other library subjects, to develop her powers of literary discrimination and to give her an understanding of children and the right spirit toward them. Literature for children, the philosophy of Fredrich Froebel as shown in his Mother play, sociology, works of authors who have understood and appreciated childhood and child life, bulletin and picture work, children's games, etc., are among the subjects taken up in addition to the more technical instruction and give some idea of the

scope of the work. The aim of the School, however, is to make the work practical rather than theoretical and emphasis is laid upon apprenticeship under supervision. Practice in the various children's rooms and deposit stations of the Library is required and experience is also given in the carrying of books into the schools, the homes and the playgrounds. In all these ways the student proves her fitness to meet the needs of the libraries which are establishing juvenile departments and are calling broadest sense of the term and one in which educated young for librarians especially trained to work with the children. So far the School has not been able to supply this demand for Children's Librarians. It is a work which is educative and the women are becoming more and more interested and active.

To the above the editor would add that she understood when in Pittsburgh that one interesting and important branch of library work was the story-telling class. Twice a week the children who are so inclined come to the numbers of twenty or thirty to listen to an expert tell them the good old fairy tales and adaptations from the classics which are continued from week to week. This work trains the children's taste unconsciously to themselves and when they come to draw books for themselves the effects are marked; they choose books that will tell them more about the heroes in whom they have become interested or stories that have in them the elements that make for permanent value. We subjoin the outline of study for the first year:

OUTLINE OF STUDY FIRST YEAR.

Ordering and accessioning books. Clerical work.—Publishers of children's books.—Attractive editions.

Cataloguing and shelf-listing. Elementary dictionary cataloguing.—Preparation of books for shelves.—Shelf reading.—Library handwriting.—Typewriting.

Classification. Study of the decimal system with discussion of the classification of children's books.

Loan department work. Comparative study of loan and registration systems now in use.

Reference work. Lectures and problems planned to give a practical knowledge of reference books useful to teachers and pupils.

Planning and equipment of children's rooms. Location with reference to other parts of the library.—Floor plans, furniture, fittings, decoration, etc.

Administration of children's rooms. Relation of the children's room to the library. Rules, regulations and general discipline.

Literature for children. Growth of literature for children. Principles of book selection.—Children's classics.—Folk-lore.—Picture books.—Non-fiction in children's rooms.—Children's magazines.—The romantic novel for young

people.—The boy and his book.—The girl and her book.—Periodicals reviewing children's books.—Annotations for children.

Bulletin and picture work. The bulletin as a means of directing attention to books.—How to procure illustrative and mounting materials.—Arrangement of pictures, considering sequence of subject, composition and harmony.—Selection and classification of pictures.—Preparation of pictures to be loaned to the children through the children's room, the school, or the home library.

Story telling and reading aloud. Organization of "story hours" and reading circles.—Essentials of a good story.—Manner of presenting a story.—Adaptation of stories from the classics.

Relation between libraries and schools. Work of the library among teachers and pupils.—Methods of book distribution through the schools.

Home libraries and clubs. Methods of procuring home libraries.—Finding and training friendly visitors.—Organization of home library groups and reading circles.—Preparing programmes for group meetings (stories, games, etc.).—Visiting the homes.

Psychology. A study by text books into the workings of the human mind, as an aid in the understanding of children.—Analysis of the children themselves is discouraged. A study of the works of authors who have understood and appreciated childhood and child life is offered instead. The following are a few books from the list of required reading: Dickens' Old Curiosity Shop, Barrie's Sentimental Tommy, Grahame's Golden Age, Ewing's Jackanapes, Spyri's Heidi, Howells' A Boy's Town.—Mother play songs, as a guide in child training and development.

THAT DREADFUL CAT.

MARY MCN. JOHNSTON.

Two merry little builders,
Were busy side by side,
And one was Robin Redbreast,
The other was his bride.

But gentle Mistress Robin
Was filled with sudden fear,
She heard some children whisper
"Miss Puss is very near."

She listened, faint and breathless,
And wild her terror grew,
So to the skyward branches
With throbbing heart she flew.

Her husband quickly followed
And laughed with all his might,
He knew the funny blunder
That caused her such a fright.

Said he, "We're miles from Catville,
And have no cause to fear,
The only 'pussy' near us
Is Pussy Willow, dear."

KINDERGARTENS IN CUBA.

ELEANOR YOUNG.

THE first day Miss Campbell and I arrived in Cuba we had our first glimpse of a Cuban kindergarten.

We were taken by Miss Keil to what one would call the slum part of Havana. Here was situated the largest school in the city. In this immense building, holding about two thousand scholars, Miss Weld had her kindergarten. It was the only kindergarten in Havana conducted by an American teacher.

At first we were very much interested and also perplexed by the different things going on around us. In one part of the room the children were sitting on the floor, playing the ball game much as we do here in America, but of course all the directions were in Spanish, that being their own tongue.

Three native teachers had charge of this work, while in the other part Miss Weld had about twelve children occupied in running to and fro from one part of the room to the other. You may be interested in her motive; the Cuban children are so full of animal spirits that it is absolutely necessary to devise some discipline as a means of reducing it. They are never corrected at home by their parents and have not the slightest idea of what obedience means. Miss Weld had found it very efficient to have them go thru this exercise until they were somewhat tired and willing to take an orderly part in the games.

Whether this method is to be recommended I do not know, never having found it to be necessary myself, but it must be borne in mind that these children are composed of the lowest strata of Cuban society, and really some of them in their present state were little more than animals. My first thought naturally was this: Shall I ever be able to learn this language, and conduct the kindergarten as we have it in the United States? Only when one appreciates the fact that in teaching in our own language one needs the fullest mastery of that language does one realize the difficulties to be surmounted before one can translate our ideas into a foreign one.

For the first day I was but an onlooker, and a very bewildered one; but it is astonishing how quickly one can accustom oneself to changes. For the first week of course everything was very

strange, but after that I became quite accustomed to the soft Spanish tongue, and also to understand some of the words in the conversations which were going on around me.

This is a short sketch of a day in a Cuban kindergarten. Our school opened at 12 a. m. The meals of the Cubans do not correspond to ours, so school hours are changed accordingly. Coffee, which consists of rolls and coffee, was served at 8 a. m., breakfast at 11 p. m., dinner at 6 p. m., so you see it would be impossible to commence earlier in the day. The kindergarten session lasts three hours, long enough time, you would think, for that tropical climate.

We had the three Circles, the Gift and Occupation at the tables, with intermission of twenty minutes for free play and lunch, the latter a necessity, each child being provided with something in this line.

The songs and games were all in Spanish, with one or two exceptions. The Cuban children do not find it at all easy to speak the English tongue. I think one of the most interesting things I have ever witnessed was the singing of our kindergarten hymn, "Father, We Thank Thee," in Spanish by the little Cuban children, they sing so very softly and sweetly.

I must tell you about one of these little Cuban lads. Amado was his name, and he was the life of the whole kindergarten.

One day as a punishment for some act of disobedience he was told to stand in the corner. For the moment he was forgotten, but the exclamations of the children attracting Miss Weld's attention, she turned to see Amado standing in the corner, destitute of clothing. The little imp in a fit of mischief had occupied himself in undressing, no very arduous task, for he wore only a little cotton dress, socks and slippers. It was so intensely funny to see him standing there, with such an innocent expression on his countenance, that it was some minutes before she could sufficiently command herself to reprove him. Another time, when the children were marching and he was sitting alone in another part of the room, he proceeded to dance. His whole attitude, the remarkable revolutions which he went thru, standing on the tips of his toes, accompanied by rolling of the eyes, was something to see but not possible to describe. He was such a graceful little figure and utterly unconscious of the impression he was making. One of his almost daily acts was to expectorate upon the floor; then he would be reproved and

told to fetch the towel. This he enjoyed very much—in fact, I am sure he did this act with this in view, for I have seen him use the towel, then on the way back to the closet expectorate again, in order to have an excuse for another expedition.

I stayed in Havana for five weeks, two of which were holidays, then went with Miss Keil to establish my kindergarten in Cardenas. This city has about twenty-five thousand inhabitants and is situated directly on the sea coast. With its nice broad streets and pure air, it is quite a contrast to Havana, tho not nearly as picturesque.

The Board of Education in Cardenas were very anxious to have the kindergarten, and did everything in their power to aid us in establishing it. This was quite a relief to us, for in some parts of Cuba the people were very indifferent, and thus the work of the kindergartner was made much harder.

We opened the school in a large building, which during war times had been used as a barracks for the soldiers. Now in time of peace it was converted into use for a school. We had a splendid kindergarten room, large, airy and well lighted. A new piano and full supply of kindergarten material from the States completed our outfit. The Saturday before the opening I gave to some of the members of the board a description of the different gifts and occupations, they took such interest in everything pertaining to our work.

The Board of Education had engaged the services of an interpreter for me, and besides this, six Cuban young ladies had volunteered their services. It had been arranged to open a normal training school for kindergartners in Havana for all girls who wished to follow this calling, their practice work in the different kindergartens to count on their course of study.

Miss Keil had not requested any notice to be given of an invitation for the people to be present at the opening, but the board, without notifying us of the fact, had a regular invitation, inviting people to be present, published in the daily Spanish papers. Therefore when we arrived at the school we found our audience already seated. Miss Keil was very equal to the occasion and in fluent Spanish made an address, explaining the use of the different gifts and occupations. Then we cleared away the chairs and started our kindergarten work. It must have been a very novel sight to the Cubans. They watched the children with great interest, and when

they said things which seemed to them very funny they could not contain themselves and had to laugh.

For a week we had a daily audience of about fifty people, and I began at last to wish that the people would cease coming.

Miss Keil stayed with me two weeks, then left for Matanzas. The kindergarten was then moved further down in the town, the distance being too far for the children to walk in this hot climate.

We had a large hall and a janitress in charge; besides this my seven assistants, so, in fact, I had not any very hard work to do, tho of course there was considerable responsibility.

I want to tell you a little about my kindergarten in Cardenas. I had over eighty children on roll and a daily attendance of about sixty. We could have supplied three kindergartens, and were compelled thus to limit the membership to eighty. I gave, first, the gift lesson to half the children, while the assistants were occupied in giving the occupation to the other half, and then vice versa.

Naturally you will wonder if we had the same program as the kindergartens in the United States. Owing to the different climatic conditions it was not possible to do this. Games and songs which are such joys to an American child would not appeal to the Cuban child at all—in fact, it would have no meaning for him. Their seasons are divided differently, only having two, rainy and dry season. Some of the native trees do shed their leaves at the beginning of the month of November, and the weather becomes slightly cooler, but we could hardly apply our term winter to that period of the Cuban year. I found they had simply no idea of snow or ice; the words conveyed no meaning to them. Thus they were shut off from all the games and songs under this division.

The trade songs, sowing and harvesting songs, and the wind game were a never-ceasing store of enjoyment. They all entered very fully into the spirit of the different games which we played. We tried always to give the children an intelligent idea of the subject which we were discussing, but the work was necessarily slow, each word of the songs and games having to be translated by my interpreter from English into Spanish. The board desired very much to have the children speak English, and asked me to converse with them only in this language. This rather increased my difficulties, tho it was astonishing how very quickly these children learned the ordinary language of our kindergartens.

It was a very delightful privilege to teach these children. They have minds of a very bright order and grasp ideas very quickly.

I had only children from the finest class of people in Cardenas. In no place is the color line drawn so distinctly as in Cuba. The two classes do not mix. I had not one colored child in Cardenas. Education is at a low standard in Cuba, but is now making slow progress toward something better. So many wars have devastated the country that it was impossible to have a solid foundation for educational instruction. Most of the large Cuban children are sent to the States to be educated, and only negroes and the poorest class of Cuban children are found in the public schools. Now to proceed with my kindergarten: I had an intermission of twenty minutes; the children spent this time playing in the patio, a large open place in the middle of the house. A monkey lived on the wall above this playground, and as soon as the children appeared would hang over the wall, calling to them in his language, asking them to play with him. Often when they were at work at the tables he would come down the wall and try to coax them to come out and play with him. Another interesting thing, each child came accompanied by a colored mammy, who remained during the session. After a while they became familiar with the songs and enjoyed them almost as much as the children. Then each child came with a little water jug called a porrone. This is made of stone and had a little spout, thro which they drank the water.

Several of the children were very small and still had their bottles of milk. It was an every-day sight to see Carlito, our youngest child, sitting on his colored nurse's lap drinking his bottle of milk.

The Cubans are for the most part white complexioned, with black hair and eyes, tho some Cubans are very fair. A great many of my kindergarten children had golden hair, and two or three had blue eyes; in fact, I think nowhere in the United States could one have found more beautiful or intelligent children. It was with real regret and much sorrow at leaving these dear little children that I saw the closing of my Cuban kindergarten in Cardenas. I shall always have very pleasant recollections of my stay on the island and the work of my Cuban kindergarten in the tropics.

A "MIRACLE PLAY" IN THE KINDERGARTEN.

E. L. B.

"Good mother hen sits here on her nest,
Keeps the eggs warm beneath her soft breast,
Waiting, waiting, day after day."

THE Little Finger Play becomes superlatively vital when "here" is the Kindergarten itself and the "waiting" is shared by thirty eager children.

That was a day of days when the red hen elected our Kindergarten store-room as the place where her dream children should first see light. Theodore's father brought her to us one morning several weeks before Easter, and, with her, a beautiful new box-nest and thirteen prophetic eggs.

"Twenty-one days and twenty-one nights!" "Don't forget the twenty-one nights," was Richard's daily admonition. So we placed twenty-one straight marks in a long row at the top of our black-board, and every morning we rubbed out one mark, just to encourage Mother Hen and others who were less patient than she.

Every noon we stole softly to the door of the store-room to say "good-by for today."

Every morning we found the brooding mother in the same place, silently guarding her treasures, "waiting" with monumental patience until the "fulness of time."

Every day we brought our offering of food and water, of love and wonder, to this our shrine. Our best was not too good, and love grew more active and voices and hands responded to this devotion to the "clairvoyance of love" and the "vision of hope."

One best treasure was ours, and this was joyfully shared. The door between was daily opened that the waiting one might listen with us to such as Chopin's Prelude, Handel's Largo or Schuman's Night Songs.

Who would have believed that twenty-one days "and twenty-one nights" could stretch over such ages and how persistently that procession upon the black-board held its own! Sometimes we

were tempted to rub out the whole line with one sweep, but a glance into the store-room brought its silent reproof to our impatience.

"Wouldn't you think her legs would break?"

"How would you like to set on eggs for even a minute?"

"Gee! but she pecked me when I tried to feel how warm the eggs were."

"Does she stay awake all night?"

"I didn't know twenty-one days lasted so long."

"But, hark! there's a sound she knows very well!" It happened in the mysterious night time.

There came a day at last when our board stood clear, and that night, while we slept, the "miracle play" was wrought.

The empty shells and the wee downy babies told the story.

We thought we were not going to be one bit surprised; we had talked so much of just how they would look and knew just what we would like to sing to the "little yellow-heads"; and how we would call, "Here, little chicky, chicky."

But when we really saw the chickens, thirteen of them! and Mother Hen with them, loving and cuddling them, we just couldn't say anything for a minute. It was just the same way when we first saw our big Easter lily.

But after a little while one of the little chickens stuck his little black head out of his mother's feathers and winked such a funny good-morning that we all laughed and then it seemed like home. We felt like "shaking hands" with Mother Hen and telling her how glad we were, but she hardly looked at us, she was so busy with her large family and did certainly look "happy and proud."

After that there were just the best of times for all of us.

While the chickens were very small we kept the whole family in the store-room, placing fresh sand on the floor each day and feeding them with meal and water. We really saw how a "little chicken drinks" when "he takes the water in his bill."

In the Kindergarten we worked upon a big wooden coop for Mother Hen and made small ones of card-board and slats to take home with us.

We played "Mother Hen," "Little Yellow Head" and "Come, little chicky, chicky," every day, and such good times!

When our coop was done the janitor put it out in the yard, just beside a big load of black earth which was to be used in our garden,

and Mother Hen and her family moved into their new house. "All the chickens ran to and fro" finding it a very fine big world outside, but a very cosy place inside under their mother's wings when they grew tired of scratching in the new black earth which the children were carrying in little wagons and wheelbarrows to their garden plots.

For three weeks the happy family lived at the Kindergarten and then moved back to become acquainted with all the other families in Theodore's barn-yard; and of all the chickens that were hatched that spring none were so sturdy and plump as those which first saw the light in the Erie Model Kindergarten.

"Happy we'll be to see you again,
Dear little chicks and good mother hen.
Now good-by, good-by for today."

WONDERFUL SEED OF LIFE.*

BERTHA JOHNSTON.

Softly within the white shell they sleep,
Growing, growing, growing;
Twenty-one days—then a stirring—a cheep,
Growing, growing, growing.
Feet and wings and feather,
Growing thru all kinds of weather,
Brightest of eyes, looking so wise—
Our downy, wee chickens are here.

Quietly resting now in the cocoon,
Sleeping so noiseless thru many a moon;
Feet, eyes and wings all so glorious,
When it emerges victorious.
Fluttering 'mong flowers, thru the bright hours,
Beautiful, happy and free.

Softly within the dark ground it slept,
Till from above a warm raindrop crept;
Leaflet and stem, bud and flower,
Grew then in sunshine and shower.
Wonderful seed, wonderful seed,
Wonderful seed of life!

*Sing to air "Wonderful Words of Life," found in "Gospel Hymns" (Moody & Sankey).
Repeat refrain "growing" when necessary. Sing in light, sweet voices.

AN EASTER LESSON.

CAMILLA J. KNIGHT.

IN THE center of the circle
 Stood an Easter lily fair,
 Breathing out its rare, sweet perfume
 On the poor waifs gathered there.

While the beauty of the flowers
 Filled their hearts with gladsome awe,
One small Polish child, Yadviga,
 Slipped away when no one saw.

But her absence soon was noted,
 And her teacher quickly went
Seeking her, for fear on mischief
 Wee Yadviga's thoughts were bent.

For the child was wayward always,
 And her heart so hard to reach,
That it seemed the **Kindergartners**
 Failed in all they tried to teach.

But the pure, sweet flowers accomplished
 What the teaching had not done.
Trying hard to reach the water
 Soon was found the little one.

She was sobbing, "I'll be good now,
 And I'll wash myself clean, too.
I'll be clean like those nice flowers,
 For I want to be, I do!"

Tenderly her teacher took her,
 Washed the grimy, tear-stained face,
And Yadviga's heart was softened
 As she went back to her place.

Other flowers the work continued
 That the lily had begun;
And there was no further trouble
 With the wayward little one.

SOME SUGGESTED CHANGES IN THE KINDERGARTEN TRAINING COURSE.

FRANCES COOKE HOLDEN.

QUESTION 8, part III of the questionnaire (See KINDERGARTEN MAGAZINE for February, 1904) sent out by the training committee of the I. K. U. reads as follows:

"What changes, if any, would you suggest in the training course in general?"

Since the thought of kindergartners is focused just now upon the training course, a few suggestions as to changes which, it seems to me, would both broaden and strengthen the course, may not be out of place.

First, a thoro knowledge of the development of the child, physically and mentally, and the methods and means of his growth should lay the foundation for all future instruction. This may be accomplished by strong courses in child-study and psychology. Child-study which embraces racial evolution as a background for individual development, which brings to the student the careful, painstaking methods of modern workers as well as the results of their investigations, thus enlarging her perspective and giving her a grasp of fundamental principles. Knowing the main trend of development, the nascencies and approximate ages at which they appear, the student is enabled to interpret more intelligently, and deal more effectively with the individual children which will be placed in her care. Because child-study has not yet become an exact science should we therefore refuse the light which it can give us now? Neither is medicine an exact science, yet most of us call a physician when the need arises, and exhibit a surprising amount of faith in the experiments which he proceeds to institute.

In connection with the physical side of the child's development a study of hygiene is of great value to the student.

The course in psychology should be such a course as might be given in any reputable college, the emphasis being placed where it will be of most benefit to the kindergartner—always accompanied by laboratory work. A course in psychology derived solely from the study of Froebel's works, and made to fit his theories, will

help to make a perfectly logical course, one part of which dovetails exactly into the next, but in our present state of incomplete comprehension such perfect fits do not often occur without a good deal of adjusting and tinkering. We want the truth tho it be ragged, incomplete. Reforms are always propagated thru advocates, and the kindergarten idea is peculiarly fitted to evoke the missionary spirit. It has, however, sufficiently vindicated its claims, and it seems to me that the time has come to strive to evoke in our students the spirit and attitude of the scientist, rather than that of the defender. Not that what we call truth is ticketed and labeled, and has only to be gathered up and appropriated. The *desire* is the main thing. To call out and stimulate this desire, even tho our most cherished prejudices are thrust aside, is one of the highest privileges of the training teacher. The child-study and psychology courses, if attack from this standpoint afford large opportunity for this higher achievement.

I think there should not be regular daily practice work in the kindergarten during the first year, certainly not during the first six months. When the student is thrust into actual practice teaching at once, without knowledge or preparation, she is obliged to follow blindly the suggestions of the director and in her ignorance must often resort to unholy means to accomplish the results which are expected of her. If the course begins with a study of materials and their manipulation her attention is still further centered upon materials and methods, rather than upon the needs of the child. Moreover, such conditions tend to degrade and cheapen the actual in contrast with the ideal. Attitude and action rapidly become fixed in habit, and it is only the strongest students who afterward are able to break away from such habits and bring their practice into harmony with later insight and more enlightened ideals. Regular visits to kindergartens and primary schools, for the purpose of observing the children and noting their reaction to the various materials and play incentives, may profitably be substituted for actual practice work, especially if, occasionally, the student is permitted to take charge of a class for a definite object. This makes the child, his needs and interests the center of the students' activity and attention; when she does handle the children she is able to do her best work and must consciously hold herself answerable to her highest ideal. Actual work is thus inaugurated under the most favorable conditions, and a standard is set for the future.

With a knowledge of the trend of the child's development, and the general conditions which tend to promote his growth, the student is ready to attack the problem of what environment and incentives the kindergarten may legitimately furnish to assist this development, physical, mental and spiritual. This, of course, leads to a study of the gifts, occupations, songs, plays—all the various kindergarten activities. A complete view of the gifts and occupations should be given the student in their logical order, from Froebel's point of view as a matter of historical information rather than as a guide to be followed in her own practices. With the study of kindergarten materials and activities the student is ready to begin practice teaching. Her knowledge of the child's growth processes will enable her intelligently to adapt and apply, to the individual children in her classes, the ideas which she gains in the training class—as to the use of the kindergarten materials.

The tendency to discard the single text-book, as a basis for the study of the History of Education, and substitute a few notable educational reformers studied at first hand, is most encouraging, since it is in harmony with one of the fundamental principles of the kindergarten, viz., self-activity. The student, in going for his information directly to the sources, has an opportunity to form an independent estimate of Froebel's rightful place among educational reformers, and the relative value of his educational theories. Of course, the study of the writings of Froebel himself will form a large part of the student's study of the sources.

To a study of Froebel's theories the student should bring, on the one hand, a knowledge of the child's development and some of the means of assisting it; she will also have had a limited opportunity for testing this knowledge experimentally; on the other hand, she will know something of the growth of educational theories thru the writings of the reformers, and she should thus be able to undertake the study of Froebel's works with some discrimination as well as enthusiasm.

The kindergarten system thus becomes a tool, in the hands of the student, the power of which she well understands, and in the use of which she has attained some skill; not a fetich to be conjured with, nor an oracle to be blindly followed. Her daily practice will be a constructive expression in terms of action, of the ideal. "Prove all things, hold fast that which is good."

LUCRETIA WILLARD TREAT AND HER WORK.

ON Monday, February 15, Mrs. Treat attended to her regular duties in the training class of the Grand Rapids Kindergarten Association, and in her usual spirited and happy way.

The family with whom she had made her home for several years found on the following morning that she had gone to her long sleep.

The Kindergarten Association officers were notified at once, and all was done that loving friends and daughters could do. Messages were sent to her most intimate friends and workers, many of whom came at once to Grand Rapids. For two days friends and students and citizens paid tribute by their loving words and messages of sympathy, flowers and proffered services. Voluntary hands made all the last arrangements, under the direction of Miss Clara Wheeler and Mrs. Margaret Andrews, officers of the Kindergarten Association, and Mr. Louis Swift and Mr. Gerald Fitzgerald.

The services took place on Thursday, February 18, at the home of Mr. Gerald Fitzgerald. Every detail was carried out as she would have wished by those who knew her wishes so well. The students of the training class served as the choir, singing the familiar songs that were appropriate to the spirit in which the great life work of Mrs. Treat was always done, Nature's Easter song, "Holy Night," and "Nearer My God to Thee."

The large rooms were filled with friends, public school teachers and fellow-workers.

The memorial services were conducted by Rev. J. Hermann Randall, of Grand Rapids, who spoke as one of the bereaved friends as well as pastor. He called upon a number of Mrs. Treat's co-workers, who spoke informally a few words of tribute. Miss Amalie Hofer, of Chicago, spoke on behalf of "Mrs. Treat's girls;" Mrs. Margaret Andrews, president of the Kindergarten Association, spoke of the thirteen years' work Mrs. Treat had done among them. Mrs. Sherwood Hall, president of the "Ladies' Literary Club," of Grand Rapids, spoke with deep feeling of the rare spirit of co-operation which Mrs. Treat had always expressed toward their work, saying:

"She was to have spoken to us last week, but as the program

was very long, she said in her characteristic cheerful way, 'Let me wait until some other time. You know, I can talk about children and birds at any time.' "

Superintendent of Schools William H. Elston, who has been a warm friend to both Mrs. Treat and the cause to which she has given her life, said, that not only in this city was Mrs. Treat known and loved, but she met upon an equal footing great educators throughout the country. He spoke of her strong, wholesome mind, and her unusual intellectual gifts, her broad grasp of literature, her knowledge of the science of education, and the power with which she inspired others to intellectual attainments.

Mr. Randall then expressed in full measure and in a worthy form all that the hearts of those present were overflowing to say. He described the characteristics by which this earnest woman had won the respect and affection, not only of Grand Rapids, but of the best people in the leading cities of this country; how by her rare power of appreciation she made men and women attempt and live out their highest; of that spiritual motherhood which she consciously extended to all humanity; of her culture, generosity, and consistent activity in the direct line of her life work; how she always responded to every call for help, regardless of distance or exposure.

Prominent citizens carried the bier to the train by which Mrs. Treat was to make her last journey to Cleveland. Mr. Louis R. Swift, of Chicago; Miss Clara Wheeler, of Grand Rapids, and Miss Anna Littell, of Dayton, Ohio, brought the remains to the life-long friends, Mr. and Mrs. Henry Brace. By the written request of Mrs. Treat herself the ashes after cremation will be laid in the family burial place at Medina, Ohio, where rest her four infant children.

Lucretia Willard Treat was born in 1842, and, losing her mother at an early age, spent her childhood with the father, who was both her companion and teacher. Her school years were spent in the Troy Female Seminary, under the guardianship of her grandmother, Madam Emma Willard. After her marriage Mrs. Treat lived much in the South. While at Memphis two of her children were taken away by the fever, two others having preceded them. After the breaking up of the home Mrs. Treat found herself in St. Louis, where, on the advice of Dr. Wm. T. Harris, then superintendent of public schools, she took up the kindergarten work, to which she gave herself, mind, heart and hands. As is well known, from this

hour to the last her kindergarten work became, as it were, a living memorial.

Early in the eighties Mrs. Treat took up the work in Chicago, being associated with Miss Martin's school as kindergartner, Mrs. Loring's school as connecting class teacher and as fellow worker with Miss Elizabeth Harrison in her training classes. Mrs. Treat was called to Grand Rapids in 1891, as the following paragraphs from the Grand Rapids papers relate:

Mrs. Treat has been for thirteen years one of the strong elements in local educational work, having established here the Kindergarten Training School, where with the assistance of Miss Clara Wheeler and a force of teachers she has carried on an excellent work since 1891. Students from all parts of the country have attended the school, and Mrs. Treat's mental force and strong, wholesome personality had much to do with the influence that has gone out from the school. In many states of the union Mrs. Treat is well and favorably known as an establisher of training schools and a lecturer on Kindergarten subjects, and there will be a general sense of grief and loss in her sudden passing away.—*Evening Press*, Feb. 16, '04.

The sudden death of Mrs. Lucretia Willard Treat, which occurred Monday night, removes from this city one who was the friend and lover of all children, a teacher, helper and confidante of girls, a counselor and co-worker with men in high callings and a source of inspiration to all who knew her.

There was probably not a more useful woman in this city than Mrs. Treat. Her activities were not centered alone upon the duties of her school, altho that, of course, was paramount, but she was ever ready to give her service and helpfulness wherever needed and with no thought of recompense or reward.

Her unexpected death occurred at her place of residence, No. 100 Jefferson avenue, the cause being heart failure. Mrs. Treat came to this city about thirteen years ago and, from a small beginning and with the help of a few valiant and energetic workers, established the Grand Rapids Kindergarten Training School. With the assistance of Miss Clara Wheeler, the secretary, and an able force of teachers, this school has experienced a constant growth and has been the means of bringing into this city from all parts of the country large numbers of young girls every year for both the summer and winter terms.

This work was all done in a quiet, modest and unostentatious way, Mrs. Treat meanwhile giving her time and talents to the service of other causes whenever circumstances and occasion permitted. She was never so engrossed in her own work and interests but she could spare a little time for others who needed her help and encouragement. Her remarkable spiritual and intellectual force, her strong, wholesome individuality and her broad sympathies have

had much to do with creating and maintaining the high character of the school and in creating the excellent influence which has gone out from it.—*Grand Rapids Herald*, Wednesday, Feb. 17, '04.

The funeral services for Mrs. Lucretia Willard Treat, which was held at the residence of Mrs. Gerald FitzGerald, No. 100 Jefferson avenue, was in many respect the most beautiful and impressive ever held in this city. It was, in fact, a memorial rather than a funeral service. The house was filled with Mrs. Treat's friends, pupils and associate teachers, and it was quite like an assembly of one big family sharing a common loss and sorrow.

There was an absence of funeral gloom, and bitter despondency, and while there was not a tearless eye in the assembly, there was, nevertheless, a feeling and realization of that hope and confidence which always radiated from Mrs. Treat's presence wherever she went.—*Grand Rapids Herald*, Feb. 19, '04.

The Grand Rapids Kindergarten Association will continue the work as heretofore. Several of the members of its board were among those who originally called Mrs. Treat to Grand Rapids and who have worked with her to the definite end of making the work permanent. They have repledged themselves to continue the work and to maintain her high standard of it in every department. Miss Clara Wheeler, who has been the efficient secretary to the association, the intimate personal friend of Mrs. Treat, and a daughter in the highest sense of the word, will continue responsible to carry out the wishes of the board in the spirit of their late principal. The spring and summer plans for the training class will be carried out in full as already formulated by Mrs. Treat.

For the spring the present teaching force is continued, with the valuable addition of the services of Mrs. Eugenia M. Holmes—already associated with them as teacher of psychology; now in addition she is giving mother plays, literature, symbolic education, education of man, nature studies, etc. Miss Clark and Mrs. Clapp continue each doing their usual work and "a little more" that the work may go bravely and truly on as she would wish.

Many have marveled at the intrepid zeal of Mrs. Treat in conducting the work of a large summer school in addition to the full months of the regular training school; but many have come to realize more fully since her passing away that her work was her all in all. The program for the 1904 Summer School was in the hands of the printer, and on the morning of February 16 the press was stopped for further orders. The (directors) executive committee authorized the printing of the summer circulars as planned by Mrs. Treat, and the

program will be carried out in full. The directors of the Grand Rapids Kindergarten Association are a strong company of seventeen business and professional men and women, and at their first meeting they appointed an executive committee of five to plan for the present emergency. This committee is as follows: Chairman, Mrs. Clark H. Gleason; Miss Emma Field, Miss Lucy Bettes, Mrs. Margaret Andrew (the president) and Miss Clara Wheeler.

The KINDERGARTEN MAGAZINE has counted Mrs. Treat as its most faithful and generous friend for twelve years, and the editors past and present can only express their bereavement as a part of the common loss which the entire Kindergarten world feels. The virtue that went out from this friend made all those whom she touched warm with friendliness and glad to know each other because of the great-hearted, mutual friend.

“At her side girls grew purer, men nobler,
And all thru the town
The children were gladder
Who pulled at her gown.”

The memorial card which has been sent out to her friends and students bears this message:

“What God gives He never recalls; friends once ours are ours forever. Their bodily presence may be taken from us, but God gives them back to us; in glorified spiritual presence, to abide forever in our hearts as in a shrine.”

A. H.

THE THISTLE.*

EUGENIE M. HOLMES.

AMY STUART had a garden, and a beautiful garden it was, too. There were violets and pansies in the spring, roses in June, and, in fact, all kinds of flowers, for Amy was very fond of them. She thoroly prepared her garden in the spring, planted the seeds, and took very good care of the plants and shrubs all the summer. Then when fall came, she covered the tender rose bushes, and winter brought a nice blanket of snow to keep them warm until the next spring.

One year Amy planted her geranium bed next to a bed which had a border of forget-me-nots. The geraniums and the forget-me-nots could make each other hear across the path, and they soon became great friends. The forget-me-nots could help the geraniums, for they grew so close to Mother Earth that she told them a great many secrets; and the geraniums could help the forget-me-nots, for they were up where they could see so many more things.

One day as Amy was walking in her garden she found a thistle growing in a corner near the geranium bed. She was in the habit of pulling up all the weeds she found, but when she took hold of the thistle it pricked her so that she ran to the house for something with which to dig it out. She found her cousins there to visit her, and soon forgot all about the thistle. When she did remember it, she thought it pricked so that she would leave it anyway. The flowers were very indignant, you may be sure, and most of all the geraniums. The nasturtiums did a great deal of talking to the marigolds next to them, and, in fact, all the flowers were so unfriendly that the poor thistle felt very lonesome indeed; however, it just kept on growing, and one day a bud came on the plant. The geraniums thought things had gone too far, and they called across the path: "Forget-me-nots, are you there?" The forget-me-nots answered and the geraniums said: "What do you think! That thistle is trying to ape after the rest of us, and is putting forth buds!" "Why, is that so?" replied the forget-me-nots. "We grow

*Printed by request. A story told at the last "story, song and game" Mrs. Treat participated.

which

down here so we can't see much that is going on." "Yes," said the geraniums, "doesn't it seem strange that a common weed should try to do as we do? Now what earthly good can that flower be, when it is so covered with prickles that no one can pick it! Amy picks our flowers and takes them in the house, and I have heard that sometimes they even go on the dining room table where everyone enjoys them. Now I am sure no one will ever get any good out of that old thistle." "I don't know," replied the forget-me-nots, "but Mother Earth told me that there is good in everything for the one who can find it; and maybe somebody can find some good in the thistle; but we are down so low in the world, and you are up so high, if you can't see any good in the thistle, probably we couldn't."

The poor thistle had heard what the geraniums had said, and it felt very sad. It really wanted to be of some use to someone, and it didn't know how it was ever going to be with all these prickles on it, but it kept on growing and storing all the sweetness it could in its flower.

After a few days the flower opened, and the geraniums called again to the forget-me-nots: "Do you know that thistle has really succeeded in having a flower, just as if it were a plant that is good for something." The forget-me-nots replied: "We have been thinking about what Mother Earth said that there is good in everything for the one who can find it, and maybe there is some good in the thistle." The geraniums interrupted with: "Well, you can never make us believe that anyone can find any good in the thistle."

Things were going on in this way when one day there was a great commotion among the flowers, for they heard a bee coming. The flowers on the edge of the garden were sure he was coming to them, but when he flew over there was a great flutter of excitement among the flowers in the center of the garden, for they were sure he was coming to them for their honey; and when he passed over them, all the flowers were sure it was the flowers on the other edge who were to be the favored ones. Imagine the excitement when he flew clear to the farther corner of the garden, and, wonder of wonders, lighted on the thistle. Of course they thought that he had made a mistake, and would turn back to some of the flowers which had the honey they were sure he was after; but no, they soon discovered that he was actually getting honey out of the thistle. "Well," said the nasturtium, "that settles it for today, for Mr. Bee

will never mix his honey." "Who would have thought," said the lily, "that the thistle was good for anything." The thistle was very happy, and the bee kept coming until the honey was all gone.

By and by the flowers commenced to grow old, and the thistle thought its usefulness was over, for now the honey was gone, and the bee came no more. The other flowers were still unfriendly toward the thistle, altho they didn't have so much to say as before. The geraniums occasionally talked with the forget-me-nots about the thistle, and the forget-me-nots were constantly reminding them of what Mother Earth had said: "There is good in everything for the one who can find it."

Thru all this the thistle was making the parts of its flower just as soft as it could so that they would hurt nothing when some day they should fall to the ground. Then one day Mr. and Mrs. Goldfinch appeared on a tree in the garden. They were very glad to see the flowers, and the flowers were equally happy to see the birds. The flowers commenced to urge the birds to build their nest in that tree, and said that they would help them all they could. "Well," said Mr. and Mrs. Goldfinch, "you know we are obliged to have very soft material for a house for our baby birds." They went around among all the flowers, and the flowers did their best, but there wasn't a thing the birds could use for their nest. Mr. Goldfinch said: "I am afraid we shall have to leave this beautiful garden, and go over in the fields where we can find our friends, the thistles, who always help us." The thistle heard this, and spoke up: "I have some old blossoms here which are very soft, and I should be very glad to be of service to you." All this time the birds hadn't seen the thistle, and when they heard this, they turned around and flew toward it with delight. "Now," they said, "we can live in Amy's garden after all, for here is material for our nest."

The other flowers were very much surprised; but after the astonishment had gone, they commenced to make their apologies to the thistle, who was very ready to forgive, and after that they were all good friends.

One night the geraniums called: "Forget-me-nots, are you asleep?" "No," said the forget-me-nots. "Well," said the geraniums, "we just wanted to say that you and Mother Earth were right; there was good in the thistle, for the bee and the goldfinches found it."

WHERE CHILDREN IN THE PRIMARY GRADES HAVE
NOT HAD THE BENEFIT OF KINDERGARTEN
TRAINING, WHAT CAN WE DO TO PAR-
Tially MAKE UP THE LOSS?

A. AGNES GREEN, BASTROP, LA.

THE kindergarten is, at this day, considered the firm foundation of education and its spirit permeates all departments of learning. Wherever a school has not a kindergarten in connection with it, or where the children of a community have been deprived of such training, the primary teacher realizes the greater responsibility of starting the little ones up the hill of knowledge. She gives herself to their service and labors more zealously in her efforts to instruct and educate them.

A sort of preliminary work should precede instruction of any kind. The teacher must, as soon as possible, learn something of the child; its home life and environment, and foremost of all, the parents, the mother particularly, should be studied and known. With this information as a starting point, the teacher knows in which direction to best travel with her band of young beginners. With a knowledge of the material which has been placed in his hand, any workman can better judge of how to begin his work.

Primary children who have been deprived of the kindergarten training are best helped in their somewhat crippled development if their leader and instructor be a trained kindergartner. In fact, every primary teacher, if not a graduate in kindergarten, should have a clear knowledge of Froebel's philosophy so as to gain a deeper insight into child nature; to feel and to realize, along with the training and development of the mind, the hand and the heart also must be trained and developed simultaneously. Kindergartners undoubtedly know children as none else, not even the generality of mothers know them; and kindergartners love children with the spiritual love the little human souls seem to crave.

Thru the cultivation of this affection any child can be won over and taught quite readily. The apparently mean boy shows, thru affection, many good qualities which otherwise would remain dormant and in later life develop into maliciousness or even

crime. The timid or stupid child is gradually awakened thru sympathy, and often proves one of the best and brightest of pupils.

Teaching, and primary teaching especially, is a spiritual art. The primary teacher is largely the architect of the child's life; in her hands the little one's future is either made or marred. Seeking for and ever finding divine inspirations in the doctrines of Christ, and with the teachings of Froebel at heart, the leader and instructor of young children has every hope for her class of small beginners who have been robbed of the privileges and beauties of the kindergarten training. What shall we do for these children to partially make up for their loss?

Before considering or attempting any method of instruction, let the children feel a genial and loving spirit that pervades the room. Froebel tells us, 'It is the spirit alone that makes the school and the schoolroom.' If the teacher intelligently and conscientiously follows her profession the very atmosphere of the room will impart to the children much that no textbook can ever give. Her own personality will add brightness and cheer, while she herself will instil within the young hearts goodness, beauty and truth.

For the first few weeks the instruction will follow closely along the line of kindergarten occupations together with some gift work. The child's perceptive power must be keenly developed, his imagination kindled, before directing his attention to the elementary studies. To develop thoughtfulness and to arouse quickness in the work that soon will follow, the various sense games are the happy means. * * * * The careful handling of the brush and the various strokes made while painting prepare for accuracy and neatness in whatever work the future may hold. Stick laying meets with the demand of some children; their powers of concentration must be centered, their spirit of restlessness must be provided for, before settling down to master 'the three R's.'

Another consideration in elementary education is the physical and spiritual side of the child's development. Physical culture should constitute a large part of each day's program. Good breathing exercises should be frequently indulged in. Take the children between times for a short but quick run or skip out on the playground. The kindergarten skips and songs can be used as means of happy and profitable recreation. A piano is as essential in a primary room as the desks and blackboards. The little songs develop the spiritual nature of the child. In singing the memory is not only trained, but

in learning, almost unconsciously, the words 'by heart' the first lessons in English and refined words may possibly be. Carlyle has said, 'The meaning of a song goes deep,' while some one else confirms the educational value and refining influences of music by telling us 'musical training is a more potent instrument than any other because rhythm and harmony make their ways into the secret recesses of the soul in which they do mightily fasten.'

"A few weeks of preparatory work breaks up the ground, so to speak, and into the thoroughly prepared soil the seeds of knowledge will take deeper and firmer roots.

"Along with the elementary studies the primary teacher must ever remain loyal to the valuable teachings of Froebel. Thruout the year the children's needs will not outgrow the use of most of the kindergarten material. From the great variety of this material there is always some appropriate, in its educational value, to serve as busy work. Stick-laying is not only interesting, but its concentrating effect has a wonderful influence upon the children. A drawing from off the board can be outlines, while letters and figures can be represented with the sticks. Tablet work is another form of profitable busy work. The gift-beads are used successfully in emphasizing number and color. Sometimes a carefully planned gift-play supplies the need of a class of beginners in number work. Clay should be used continually in the primary room. Some one has said, 'The hand is the mind projected,' and the truth of this saying everywhere manifests itself. The artist speaks to us thru his picture on the canvas. The hand magically interprets the inmost thoughts and feelings of the artist's mind. The wonderful buildings about us, the astonishing inventions of the day, express in their inanimate form the deep thoughts and mental contrivances of the world's great thinkers. God best reveals himself to us in the marvelous and beautiful works of nature. 'The heavens declare the glory of God and the firmament showeth His handiwork.' Undoubtedly the hand is the mind's great agent. Clay furnishes this absolute need of expression as it early develops in the young child. The modeled forms, though crude, express in themselves much that the child could never tell us nor represent in picture. Sand table work, further supplying this need of expression, forms another important part in primary instruction. Sand and clay should go hand in hand in the elementary studies of geography.

"Good stories are to the child's mind what wholesome food is to the body. Great and wondrous truths, which in after years require hard study, can be brought clearly to the child thru a well-planned and carefully adapted story. Froebel says, 'A story told at the right time is a mirror to the mind.'

"Has not the primary teacher everything at hand by and thru which the child can receive a threefold development? Whatever

method she may pursue, for method is indispensable to success, let it be a living method; that into which she has put her own life, her very soul. The words of Phillips Brooks, 'He who helps a child helps humanity with a distinctness, with an immediateness, which no other help given to humanity in any other stage of life can possibly give again,' reveal to the primary teacher the importance, and moreover the joy, happiness and satisfaction of her calling. 'Education is life,' and in striving for her children to live, the words of the great Teacher, 'I am come that they might have life, and that they might have it more abundantly,' inspire the primary teacher daily and even hourly.

"After a kindergarten primary instruction, the teacher is better satisfied to let the little ones further ascend the great hill before them. The young souls have, under her prayerful guidance, expanded and become saturated with the joy, the beauty and the spiritual meaning of life. What will their future training be? Tho this is unknown, the teacher is blessed in believing 'The beginning determines the manner of progress and the end.' The primary grades have just been completed, it is true, but the kindergarten contributed more than half to the child's threefold development."



PRIMITIVE SHELTERS, MADE BY FIRST GRADE CHILDREN. TEACHERS' COLLEGE, NEW YORK.

From the *Manual Training Magazine*, October, 1903.

ELEVENTH ANNUAL MEETING OF THE INTERNATIONAL KINDERGARTEN UNION, ROCHESTER, N. Y., APRIL 26, 27, 28 and 29.

Headquarters Hotel Powers.

President—Miss Annie Laws, Cincinnati, Ohio.
Vice Presidents—Miss Lucy Harris Symonds, Boston, Mass.; Dr. Jenny B. Merrill, New York City.
Recording Secretary—Miss Evelyn Holmes, Charleston, S. C.
Corresponding Secretary and Treasurer—Miss Stella Wood, 307 South Ninth Street, Minneapolis, Minn.
Auditor—Miss Georgia Allison, Pittsburg, Pa.

Local Committee.

General Chairman—Miss Ada Van Stone Harris.
Corresponding Secretary—Miss Martha E. Brown.
Entertainment Committee—Miss Mary P. Milliman, Chairman.
Headquarters Committee—Miss Helen W. Orcutt, Chairman.
Finance Committee—Col. Samuel P. Moulthrop, Chairman.
Transportation Committee—Mr. Richard A. Searing, Chairman.
Excursion Committee—Mrs. Albert Eastwood, Chairman.
Hospitality Committee—Miss Kate Saunders, Chairman.
Press Committee—Mrs. Adele E. Brooks, Chairman.
Decoration Committee—Miss Emma Case, Chairman.
Printing and Receiving Committee—Miss Martha E. Brown, Chairman.

The Rochester Board of Education and the Rochester Kindergarten Association extend greetings and a cordial invitation to the members and friends of the International Kindergarten Union for the Eleventh Annual Meeting, April 27, 28, 29, 1904.

PRELIMINARY PROGRAM.

Tuesday Morning, April 26, 10 o'clock. Powers Hotel.

Meeting of Committee of Fifteen for organization and discussion. Mrs. Susan E. Blow, Chairman.

Tuesday Afternoon, April 26, 2:30 o'clock. Mechanics Institute Assembly Hall.

Conference of Training Teachers and Supervisors. Chairman, Miss Nina C. Vandewalker, Normal School, Milwaukee, Wis.

Topic—"Practice Teaching in Kindergarten Training."

1. "Practice Teaching as Seen by the Kindergarten Director." Report on Part I of Questionnaire—Miss Ruth E. Tappan, Pittsburg, Pa. Discussion—Miss Mary C. McCulloch, St. Louis, Mo.; Miss Cynthia Dozier, New York.
2. "Practice Teaching from the Training Teachers' Standpoint." Report on Part II of the Questionnaire—Miss Mina B. Colburn, Cincinnati, Ohio. Discussion—Miss Bertha Payne, Chicago, Ill.

Tuesday Evening, 8 o'clock.

1. "The Graduate's View of Practice Teaching." Report on Part III of the Questionnaire—Miss Alice E. Fitts, Brooklyn, N. Y. Discussion—Miss Geraldine O'Grady, New York.
2. "The Junior Year Without Practice Teaching." Report on Part IV of Questionnaire—Mrs. S. S. Harriman, Chelsea, Mass. Discussion—Miss Amalie Hofer, Chicago, Ill.

Wednesday Morning, April 27, 10 o'clock. East High School Assembly Hall.

Invocation—Rev. Paul Moore Strayer.

Address of Welcome—Dr. Rush Rhees, President University of Rochester.

Response—Miss Annie Laws, President I. K. U.

Reports of Committee on Arrangements—Miss Ada Van Stone Harris, General Chairman of Local Committee. Recording Secretary—Miss Evelyn Holmes. Corresponding Secretary and Treasurer—Miss Stella L. Wood. Auditor—Miss Georgia Allison.

Appointment of Committees on Necrology, Time and Place of Meeting and Resolutions.

Report of Committee on Nominations, Miss Fanniebelle Curtis, Chairman.

Report of Committee on Propagation, Miss Lucy Harris Symonds, Chairman.

Foreign Correspondence, Dr. Jenny B. Merrill, Chairman.

Report of Delegates.

Wednesday Afternoon.

Excursions and entertainments to be announced later by the Local Committee.

Wednesday Evening, 8 o'clock. (Place to be announced later.)

A Word of Welcome—Mrs. W. A. Montgomery, Commissioner of Education, Rochester, N. Y.

Greetings from the Department of Kindergarten Education of the National Education Association, by Dr. Jennie B. Merrill, Chairman of the Department.

Address—"Stages in Moral Growth," Dr. Richard G. Boone, Yonkers, N. Y. Paper—"Kindergarten: The Right and Wrong of It," Miss Anna Williams, Supervisor of Philadelphia Public School Kindergartens.

Address—President Thwing, Western Reserve University, Cleveland.

Thursday Morning, April 28, 9:30 o'clock. East High School Assembly Hall.

Parents' Conference. Mrs. M. B. B. Langzettel, Chairman, New York City. Topic for discussion: "Has Not the Time Come When Education Should Prepare for Parenthood? In What Should Such Education Consist?"

Address—Mrs. Andrew MacLeish, Chicago.

Reports of Work with Mothers in Woman's Clubs—Mrs. Robert Hoe Dodd, President of Woman's Child-Study Club, Montclair, N. J.

Home-Making Classes—Mrs. Margaret Stannard, Garland Training School, Boston, Mass.

Kindergarten Centers—Mrs. James I. Buchanan, Pittsburg, Pa.

Thursday Afternoon, 2:30 o'clock. East High School Assembly Hall.

Round Table—Chairman, Miss Emilie Poulsson, Leicester, Mass.

Story—The Two Paths, Miss Maud Lindsay, Tuscumbia, Ala.

Address—Child Types in Literature, Rev. A. A. Berle, Boston, Mass.

Address—Co-operation of Librarian and Kindergarten, Miss M. E. Hazeltine, Prendergast Library, Jamestown, N. Y.

Story—Wishing Wishes, Miss Maud Lindsay, Tuscumbia, Ala.

Thursday Evening, 8 o'clock.

Reception.

Friday Morning, April 29, 2:30 o'clock. East High School Assembly Hall.

Business Meeting.

Short Reports from Committees on Training, Parents' Conference, Literature, Library and Magazines, Finance, Publication.

Report of Froebel Memorial House Committee—Mrs. Kraus-Boelte, Chairman.

Report of Committee of Fifteen—Miss Susan E. Blow.

Plans for coming year.

Election of officers.

Unfinished and miscellaneous business.

Friday Afternoon, 2:30 o'clock. East High School Assembly Hall.

Introductory remarks by Superintendent Clarence F. Carroll, Rochester, N. Y. Three-minute addresses from Miss Susan E. Blow, Cazenovia; Miss Lucy Wheelock, Boston, Mrs. Alice H. Putnam, Chicago; Dr. Jennie B. Morrill, New York; Miss Fanniebell Curtis, Brooklyn; Miss Emilie Poulsen, Leicester, Mass.; Mrs. Mary Boomer Page, Chicago; Miss Patty Hill, Louisville; Mrs. James L. Hughes, Toronto; Miss Harriet Niel, Washington; Miss Mary C. McCulloch, St. Louis; Miss Alice E. Pitts, Brooklyn; Miss Josephine Jarvis, Cobden, Ill.; Miss Lucy H. Symonds, Boston; Miss Bertha Payne, Chicago; Miss Anna L. Howe, Kobe, Japan, and others.

Report of Committees on Necrology, Time and Place of Meeting, Resolutions. Presentation of new officers.

In order that there may be ample time for discussion, the Conference of Training Teachers will be held on April 26, the day before the opening of the general session. The meeting will be open to all Supervisors and to Training School Teachers.

Adjournment.

In order that proper arrangements may be made it is very important that each person who expects to be present at any of the meetings of the International Kindergarten Union notify, as early as possible, the Corresponding Secretary, Miss Martha E. Brown, 56 Rowley Street, Rochester, N. Y.

The public school kindergartens will be open to all visitors during the entire session except Friday afternoon.

The Mechanics Institute has very cordially opened its doors to the International Kindergarten Union, and the members will find there an attractive, comfortable room where they may go to rest, write or visit. There will be ~~some~~ one always in attendance to give information desired. Luncheon and supper may be procured in the dining room at very moderate prices.

INFORMATION IN REGARD TO RAILROAD TRANSPORTATION, HOTEL ACCOMMODATIONS, EXCURSIONS, SOCIAL ARRANGEMENTS.**Hotel Accommodations.**

Every application which can be made directly to hotels should state whether a single or a double room is required, with or without bath, the length of time the room will be needed, and the price the applicant wishes to pay.

Powers Hotel is the headquarters of the officers. The number of rooms at the disposal of the I. K. U. is limited, but many of the rooms are large and can accommodate comfortably from two to four persons, if any group of people wishes to make such an arrangement.

The rates (European plan) for Powers Hotel: Single room with bath, per day, \$2.50 to \$3. Single room without bath, per day, \$1.50 to \$2.50. When two or more persons occupy one room, the rates will vary from \$1.25 to \$2.50 per person, depending on whether the room is with or without a bath and also upon the size and location. Meals may be obtained at all times in the Powers Cafe.

Other hotels conveniently located which will give accommodations are: Whitecomb House, \$2 to \$3 per day.

Osburn House (American plan), rate \$2 to \$3 per day. Rooms with or without bath.

The Davenport, single room, \$1.50 per day; two in room, \$1.25 per day each.

Jackson Hotel, 50 cents to \$1 per day (European plan).

As hotel accommodations are limited, applications should be sent in at an early date.

Table board and lodgings may be secured in excellent boarding houses or private families at reasonable rates.

Excursions.**Wednesday Afternoon, 2 o'clock.**

The Rochester Kindergarten Association has arranged a *coaching* trip about the city and through one or more of the city parks, for all officers and delegates. The party will leave Asbury Church immediately after luncheon at 2 o'clock.

Friday Morning, 10 o'clock.

The Eastman Kodak Company invite inspection of their factory at Kodak Park.

Social Arrangements.**Tuesday Evening, 6 to 8 o'clock.**

The Woman's Educational and Industrial Union will entertain the visiting Supervisors and Training Teachers at the Genesee Valley Club House.

Wednesday, 12:30 o'clock.

The Association of Officers of Mothers' Clubs will serve luncheon to all officers and delegates at Asbury Church. Special cars will be at the corner of Alexander street at the close of the morning session, leaving there at 12:15 sharp, to carry guests to this luncheon.

Wednesday, 4:30 o'clock.

The Board of Managers of the Mechanics Institute will serve tea to all officers, delegates and members.

Thursday Afternoon.

Mrs. William S. Kimball will open her private art gallery for inspection of all officers and delegates.

Thursday Evening, 8 o'clock.

Reception by the Trustees and Faculty of the University of Rochester, at gymnasium building, to the officers, delegates and members of the International Kindergarten Union.

Directory of Places of Meeting.

Powers Hotel Headquarters is located in the central part of the city, on Main street, and is reached by nearly all car lines. There will be an information bureau here for the convenience of arriving delegates and members.

Registration Headquarters will be at East High School Building, on Alexander street, near Main, and can be reached by several car lines.

Directories of Rochester Kindergartens and all information not yet announced, can be secured at headquarters, during the week of the convention.

Niagara Falls.

Arrangements have been made with the New York Central Railway Company for an excursion to Niagara Falls, by special train, which will leave the Central Hudson Station Saturday morning, April 30, at 8:15 o'clock, running directly to the Falls, reaching there at 10:30.

Upon arriving at the Falls the party will proceed directly to the plant of the Natural Food Company, who have very generously extended to the I. K. U. an invitation to inspect their works and also to accept their hospitality at lunch at 12 o'clock.

SOME ROCHESTER KINDERGARTENS ON MOST DIRECT CAR ROUTES.

TRAINING SCHOOL, No. 14—Scio Street. University Avenue or East Main Street car lines take you within a block.

SCHOOL NO. 27—Central Park Avenue car line to door.

SCHOOL No. 23—Barrington Street just south of Park Avenue. Take Park Avenue line going east.

SCHOOL No. 4—Jefferson Avenue car line.

COLUMBIA SCHOOL—North Goodman Street near University Avenue. Take University Avenue car line.

SOCIAL SETTLEMENT—Resident (Mrs. Stewart) 152 Baden Street. St. Joseph Avenue car line. School No. 9 also near.

SCHOOL No. 15—Monroe Avenue near Meigs Street. Take Monroe Avenue car line going east.

A TWENTIETH CENTURY ROUND TABLE.

A department open to the informal discussion of question of importance to all practically interested in the nature of children, whether as kindergartner, parent, grade teacher, or Sunday-school teacher.

THE STORY OF A BIRD.*

This parable is told of Carl Anton Wetterbergh, who was the first to edit a children's paper in Sweden, called the *Linnea*. But it applies so well to Froebel that I have changed it a little and made it an allegory of the life and work of Frederick Froebel:

"In the forest, where all the birds live, the thing I am going to tell you about happened. The great spotted woodpecker hops up and down on the trees there, and chops very busily with his bill. He is the bird's carpenter, and has to make houses for a great many of them, so he is obliged to work from morning till night. The crow hops on the ground and wanders back and forth on the turf; he is the bird's tiller of the ground and when he cries 'krah! krah!' along towards evening it means that the earth needs rain, and the crow understands that better than any farmer who has been in the agricultural school. The owl is the night police and keeps a strict eye on the rats and mice so they cannot ruin this and that. The falcons and hawks are the warriors. They are stately looking, and have crooked bills, just like noses on distinguished generals. And so each bird has its occupation. What do you think, then, the song birds have to do? Ah! they have their part, too. They have to cheer up the other birds so their work will go on more easily; they remind them of the earth's beauty, of the heaven's splendor, and of God's goodness. If they should not receive such a reminder often they would forget what they ought to remember first of all, and their hearts would become as hard as the trees. Do you not believe that the song birds are useful? Out there in the green forest many a bird has sung so beautifully that the whole region around has listened to his song. The woodpecker cried 'Plitt, plitt!' the crow screamed 'Rah, rah!' and the magpie laughed with all its might; this all meant that they were pleased with the grand songs. But in the nests, on the branches, sat many little birdlings. They also wished to hear something fine, and so stretched out their small necks; but they could not understand what the birds up there sang, because it was so grand and the trills

*Mrs. Cox suggests the use of this story at a Froebel Birthday Mothers' Meeting.

were too artistic for them. Then they drooped their heads and were grieved. But there was one of the birds singing up in the sky who felt a great pity for the little ones, for this bird had a very kind heart. So he thought, 'I will fly down and sing for them; perhaps that will please the little ones.' And he did so. 'Oh! what was that?' asked the little young things, and lifted up their heads that they might hear better. 'Oh! how lovely! Oh! how lovely!' twittered all. It was in Love's language that the bird sang to them; that language always reaches the heart, and it is so easily understood; but there are very few who can speak it. And the song bird continued for years to cheer and guide the tender ones, and he sowed many seeds in these hearts, and God will reward him for it. And he has already received a reward—the best that earth can offer: he is heartily beloved by the little ones. 'But how can you make yourself so well understood by the little ones?' asked the other birds. 'How is it that what you sing gives them so much pleasure?' 'Their joy is mine,' replied he; 'that is the whole secret.' That is certainly very simple, but there are very few who understand the matter. That is Love's secret, which comes not only from the head but from the heart. But the seeds he sowed sprang up and bore fruit so there are many still carrying on the good work he began."—*Adapted by Adelaide B. C. Cox from "My Lady Legend," by Anna Von Rydingsvård.

HOW WALTER SAW THE EASTER EGGS MADE.

Little Walter was lying in his bed and wondering if he were awake or if he were already dreaming. He rubbed his eyes, but this made no difference at all—there it was, sitting in front of him on the chair next to his bed and smiling at him.

"Where do you come from and what do you want, little hare?" said Walter, after looking at it steadily for some time. "I have been very busy all day, my little Walter," said Master Hare. "You know Easter is here, and tomorrow morning all good children expect to find some Easter eggs. Don't you wish for some, too?" "Oh, indeed I do," cried little Walter; "I have tried so hard to be good and Mother said she would see if I could have some. Perhaps you have brought me some?" The cunning little hare did not say Yes or No, but made a face that might mean either. Then he answered that he had had a whole bag full for good little boys and girls, but must go and fetch some more as he did not know there

were so many good children in town. "Would you like to come with me, my little Walter?" he asked. "If I could! Oh, how delightful!" "Yes, you can; but be quick," said Master Hare. As soon as he had said this little Walter found himself—guided by the kind hare—at the foot of a big rock looking into a black hole, as he thought. "Mind your head, little boy," said the hare. So he bent down and they went into the black hole, which proved to be the door leading into Haredom.

It was all light as soon as they passed, and little Walter thrilled with delight. But, indeed, it was beautiful! In the very first room which they entered they saw about a hundred hares all busy forming Easter eggs. As they made some from sugar, some from chocolate and some from other good things, the smell was enough to make one feel happy. And all these eggs had to be finished for the morning! Little Walter thought this without speaking, but his companion had read his thought and said: "Yes, all these and many, many more must be ready and brought away to different children in towns all over the world tomorrow morning. Will you come in the painting room and see the artists at work?" Saying this he led Walter to the next room, and here they found all the little hares busy painting the eggs with red, blue and white. One made little hearts, one initials or names, one birds or other animals, one only lines in the different colors, but all of them looked very happy as if they were very much pleased with their work. Some little girls with big white aprons on had a large glue pot before them and stripes of gold paper, ribbons in all colors and a big, big pair of scissors. They were putting the last touch to the eggs; that means, they put on a loop of colored ribbons and a gold band and then the egg was finished. In the next room to which little Walter had been taken by his new friend all the eggs were packed. They were assorted and put on big trays and packed in boxes and baskets of all kinds and sizes. There were some as small as a thimble case and others big enough to be used as a trunk. And all the eggs in different sizes and beautifully ornamented were to go in them. How beautiful it all looked! Little Walter would like to have just one egg only, he thought. And just as before, Master Hare had read his thoughts again and asked him: "Would you like to take one of these eggs with you as a souvenir?" "I would like one so much, please," he replied. So he received a very, very

big chocolate egg with a W on it. As he took it in his hand and just as he was going to thank the kind hare for it, it burst with such a dreadful crash that little Walter got frightened and very nearly cried. He rubbed his eyes with both his hands and—he was quite astonished himself—he sat up in his bed and hardly knew what to think about it. He would have thought it was all a beautiful dream, but on his chair next to his bed lay a big chocolate egg with a W painted in white sugar on it.

AFTER A GERMAN STORY BY AUNT HEDE.

ARTICLE V. OF CONSTITUTION, I. K. U.

Election of President.

Section 3. At each annual meeting a nominating committee shall be appointed by the executive committee, the duty of which shall be to prepare a list of officers to be balloted for at the next annual meeting. The nominations of this committee shall be transmitted to the corresponding secretary three months before the annual meeting, and by the secretary to all branches of the Union. Branches may recommend any other person or persons for any of the offices, and such recommendations must be sent to the secretary one month before the annual meeting. The secretary shall then prepare the ballot for use of the convention with names of all nominees printed thereon and such ballot shall be the official ballot.

Section 4. The six general officers, members of special and standing committees, delegates from the branches, life members and honorary members shall be entitled to vote at the annual meeting.

TICKET OF OFFICERS, 1904-1905, FEBRUARY 23, REPORTED BY THE
NOMINATING COMMITTEE OF THE I. K. U.

President—Miss Annie Laws, Cincinnati.

First Vice-President—Miss Alice E. Fitts, Brooklyn.

Second Vice-President—Dr. Jennie B. Merrill, New York.

Recording Secretary—Miss Emilie Poulsson, Boston.

Corresponding Secretary and Treasurer—Miss Stella L. Wood.

Auditor—Mrs. Mary Boomer Page, Chicago.

Respectfully submitted,
FANNIEBELLE CURTIS, Chairman.
CAROLINE T. ABORN,
FINIE M. BURTON,
BERTHA PAYNE,
ADA VAN STONE HARRIS.

QUESTION BOX.

The following two questions have been recently submitted to the editor:

“Which has been found the wiser plan in the introduction of kindergartens into the public school—to open kindergartens in all the buildings at once where this is possible, or to begin with a few, profiting by the experience gained when opening more?”

Are women efficient members of school boards where they have been elected as such?

To the first we would reply: That few cities have been able to introduce kindergartens into all their schools at once, for financial reasons. Even where it were possible to introduce all at once it would seem that here the old adage is apropos, "Slow but sure." A few established on a firm basis with efficient teachers to prove the value and necessity will surely lead to the introduction of more; whereas, one or two inefficient and wasteful directors among many good ones might discredit the whole. Much, however, depends upon the temper of the school board and of the community. If the majority know what they want and want it badly, it might be safe to establish them thruout a small town.

We see no reason why women should not serve the community well upon the school board. Where such an experiment has proved a failure it has doubtless been due, not to the principle but to the inefficiency of a particular woman or to the lack of co-operation on the part of other members of the school board. Women make good mothers, capable school principals and efficient college presidents. We consider no school board quite complete without the womanly element.

We will be pleased to hear what our readers have to say upon these two questions and any others which may occur to them.

MUSIC IN THE PUBLIC SCHOOLS OF ROCHESTER, N. Y.

The music in many of the grades of our schools until some three years ago consisted mainly of songs, patriotic in character. Little attention was given to the quality of tone, and none at all to "sight singing."

With the advent of a new Board of Education and superintendent came the appointment of supecial teachers. Rochester is to be congratulated that so wise a choice was made in the appointment of Miss Mari Ruef Hofer, of Chicago, as supervisor of music.

The teachers gave her a most cordial welcome. Miss Hofer in previous visits to our city had awakened great interest in the study of childrens' music, interpretation of songs and tone pictures, so that the work was carried forward with marked enthusiasm.

During the year Miss Hofer was with us she was able, with her wide experience and knowledge, to establish ideals which have enabled the teachers to accomplish gratifying results.

When Miss Rispah A. Delaitre was chosen as Miss Hofer's successor the work so well started was most ably carried on, and today the sweet, rythmic singing in our schools is worthy of much commendation.

The instruction has been systematic, progressive and logical, leading slowly but surely to proficiency in "sight reading."

Prof. Edward McDowell says: "Until preparatory schools include music in their curriculum as one of the regular, necessary studies, the education of the pupil will remain neglected."

ROCHESTER.

PROGRAM FOR APRIL.

THE AWAKENING OF NATURE.

MONDAY. *Circle Talk.* The story of the flowers that would not go to sleep when Mother Nature said it was time recalled. The waking time in spring. The things that Mother Nature is calling now. Vacation observations.

Table Periods. Free representation of things seen during vacation. Cutting or painting pussy willows if obtainable.

TUESDAY. *Circle Talk.* Other things that are obeying Mother Nature's call to wake up. The birds that are coming back from the South; the butterflies that are coming out of their winter cradles, the chickens that will soon come from the eggs.

Table Periods. Modeling eggs or cocoons. Sewing picture of chicken.

WEDNESDAY. *Circle Talk.* The "Thank You Day" recalled. In spring there is a day when people say "Thank you" because all the beautiful things that have been asleep all winter are waking up again. The name of the day—Easter day.

Table Periods. Making Easter cards. Cutting Easter rabbits.

THURSDAY. *Circle Talk.* A story of the joy that the thought of life after death brings. "Margaret and Faust" (Menefee's Child Stories from the Masters, p. 47).

Table Periods. Work on Easter cards continued. Building a church in which the people heard the Easter story, comparing it with other buildings constructed.

FRIDAY. *Circle Talk.* The Easter cards we see in the store windows. The pictures and verses on them. What they tell. The story of the resurrection.

Table Periods. Making envelopes for Easter cards. Finishing of unfinished work.

SONGS AND GAMES FOR THE WEEK. Nature's songs and games, "Awake, Awake" (Holiday Songs, p. 29, "Easter Song" (Smith 1, p. 17), "Easter Morning (Holiday songs, p. 26).

THE AWAKENING OF NATURE.

MONDAY. *Circle Talk.* Easter experiences told. The church services; the lilies; the music; what it told.

Table Periods. Free representation of Easter experiences. Cutting pictures of Easter eggs from colored paper.

TUESDAY. *Circle Talk.* Story of the conquest of the Giant Cold by Fairy Heat. "Jack and the Giant" (Kg. Mag. Vol. XI, p. 215).

Table Periods. Making pictures of Giant Heat (the sun). Making the streams, that Giant Heat made, in the sand table.

WEDNESDAY. *Circle Talk.* Evidences of the conquest over Giant Cold that the children have noticed.

Table Periods. Painting springflowers or leaves obtainable. Making tops the children play with in spring time.

THURSDAY. *Circle Talk.* Another spring story. "Phoebus and Ga" (Kg. Mag. Vol. XIII, p. 380).

Table Periods. Drawing the animals in the barnyard that Phoebus waked up. Modelling marbles the boys play with in spring.

FRIDAY. *Circle Talk.* The story recalled and retold by the children.

Table Periods. Painting birds that Phoebus is bringing back from the south. Finishing unfinished work of free representation.

SONGS AND GAMES FOR WEEK. Children's spring games—balls, ropes, seesaw, etc. "The Little Brown Seed" (Song Echoes, p. 26), "Spring Song" (Smith I, p. 16), "Queer Pussies" (Holiday Songs, p. 16).

THE AWAKENING OF NATURE.

MONDAY. *Circle Talk.* The awakening of Mother Nature's children recalled. Specimens of twigs, flowers, etc., obtainable, examined. The story of the caterpillar that went to sleep in the fall and awoke in the spring a butterfly. "A Lesson of Faith" (Boston Collection, p. 93; Kg. Gems, p. 204, or In the Child's World, p. 306).

Table Periods. Painting butterfly. Making design, using standard, tint, and shade of green.

TUESDAY. *Circle Talk.* The story of something else that comes from something which does not seem alive. The hatching of chickens from eggs. "The Story of Speckle" (Child's World, p. 337).

Table Periods. Cutting pictures of eggs, comparing the form with the circle. Making simple design in standard, tint and shade of yellow.

WEDNESDAY. *Circle Talk.* Story of something else still that comes from that which does not seem alive. "Story of the Easter Lily" (Kg. Mag. Vol. V, p. 623).

Table Periods. Painting the Easter lily, or modeling bulbs. Making simple design in standard, tint, and shade of red.

THURSDAY. *Circle Talk.* Other flowers besides the lilies that are waking up (Specimens of spring flowers examined if obtainable). The flowers seen in the parks and on people's lawns.

Table Periods. Laying out of flower beds in sand table, comparing forms. Making simple design in standard, tint, and shade of blue.

FRIDAY. *Circle Talk.* The flowers that are waking up in the woods. Specimens examined, if obtainable.

Table Periods. Painting leaves on the spring flowers obtainable. Finishing of unfinished work.

SONGS AND GAMES FOR THE WEEK. Spring games and Nature games continued. "May Song" (Holiday Songs, p. 44), "Maypole Song" (Hubbard, p. 82), "The Flower Basket" (Blow, p. 200), "Around the Maypole" (Holiday Songs, p. 46).

MAY DAY CUSTOMS.

MONDAY. *Circle Talk.* So many flowers wake up in spring that in some countries people have a "Flower Day," something like Valentine Day. What they send their friends on this day.

Table Periods. Making May baskets. Making a see-saw with dolls to ride on it.

TUESDAY. *Circle Talk.* The flowers the children have seen that have already waked up. The name that we give to Flower Day—May Day.

Table Periods. Winding the May baskets continued. Sorting of see-saw continued.

WEDNESDAY. *Circle Talk.* The story of the gathering of the May flowers, and making the May garlands.

Table Periods. Making of the May baskets continued. Sorting of flower seeds to plant in window boxes.

THURSDAY. *Circle Talk.* The story of the Maypole festivities.

Table Periods. Finishing the May baskets. Planting flower seeds and beans, corn, peas, and wheat.

FRIDAY. *Circle Talk.* The May Day exercises.

Table Periods. Winding the May garlands with crepe paper. Filling the May baskets.

SONGS AND GAMES FOR THE WEEK. Spring songs and games continued. The children from the two mission kindergartens will participate in these exercises.

REFERENCES: Dyer's British Popular Customs, pp. 215-273.

NINA C. VANDEWALKER,
Milwaukee State Normal School.

ECHOES FROM THE KINDERGARTEN FIELD.

THE SECOND INTERNATIONAL CONGRESS for the Development of the Teaching of Drawing will be held in Berne, Switzerland, the first week in August, 1904. (The first was held in 1900.) The congress will consist of a general and an educational division. The second or pedagogical division will concern itself with, 1. The method of instructing in drawing; its correlation with other branches of study and its social value, beginning with the kindergarten, then the grade to the university, including normal instruction. 2. Everything concerning special instruction in drawing, *professional, technical, artistic*, industrial, etc.

The rules governing the proposed exhibition which is planned in conjunction with the congress, state that the exhibits must be sent to the Committee of Organization arriving *not later than June 15, 1904*. The transportation of exhibits to be at expense of the exhibitors. A reduction of railroad rates will be sought by the committee as well as free entrance and export at the frontier. Exhibits donated will afterwards constitute an International Museum of Instruction in Drawing, which will be located in some Swiss city. A local committee in Berne will be charged with the business of making arrangements for the accommodation of the visitors at reasonable rates, the organization of outings, illustrated lectures, etc.

The Congress will open during the first week of August, 1904. Members will consist of

A. Official delegates on payment of a fee of 20 francs.

B. Persons who will have sent their names to the Bureau of the Congress and paid a fee of 10 fr.

The fee of 10 fr. or \$2 may be sent to Mr. Oscar Blom, cashier of the Swiss Organization Committee, Berne, or to Fred H. Daniels, Director of Drawing, Springfield, Mass., Treasurer of the Representation of the United States.

The announcements and estimate of expenses are as follows: I. Board including room, 6 to 7 francs a day. For a party of several people there may be a reduction. After the sessions of the Congress, board may be obtained at cheaper rates. Petit déjeuner, 0 fr. 80 to 1 franc; Déjeuner, 1 fr. 50 (with wine, 2 francs); Dîner, 1 fr. 50 (with wine, 2 francs); Chambre, 1 fr. 50 to 2 francs. Cheaper board and lodgings may be obtained in the environs of Berne.

II. Members of the Congress who purchase a ticket from the frontier of Switzerland to Berne will receive a return ticket free of charge.

III. Provided there are 200 members, a circular ticket for fifteen days will be issued at the reduced rate of 20 francs. In this case the return ticket from the frontier to Berne will not be necessary.

IV. Beginning in January, a "Bulletin du Congrès" will be sent to those who have paid their fee in order that such members as cannot be present at the Congress shall be informed of its doings.

V. Members of the Congress may be accompanied at the meetings by members of their family (provided they be enrolled before May 31, 1904,) by payment of a fee of 5 francs each: this will give them the right to share all the advantages of the Congress except the following:

(1) They will not receive the Bulletin nor the reports.

(2) They will not be allowed to vote at the sittings of the Congress.

VI. All people interested in drawing can become members of the Congress: it is not necessary to be a teacher of drawing.

VII. It is expected that the French Railways will issue to the members

of the Congress, a ticket from Paris to the Swiss frontier with a return ticket free of charge.

The following are the American representatives at the Conference:

ALFRED VANCE CHURCHILL, Director of Normal Art Department, Teachers' College, Columbia University.

FRED H. DANIELS, Director of Drawing, Springfield, Mass. President of Eastern Art Teachers' Association, 1903.

ARTHUR DOW, Instructor of Art, Pratt Institute, Brooklyn, N. Y.

EMILY SARTAIN, Principal of the Philadelphia School of Design for Women.

MARY C. WHEELER, Principal of Private Day and Boarding School for Girls, Providence, R. I.

THE ANNUAL CONFERENCE OF THE NATIONAL CONGRESS OF MOTHERS will be held this year in Chicago, May 11-14. The Congress will be the guest of the Illinois Congress of Mothers. The opening meeting will be on Wednesday evening, May 11, at Fullerton Hall, Art Institute, Chicago.

The day meetings will be held in the rooms of the Chicago Woman's Club, the evening meetings at Fullerton Hall.

Saturday morning the Congress will meet at Mandel Hall, Chicago University. A luncheon will be given there, and there will be ample opportunity for visitors to see Chicago.

An interesting program will be given by specialists who have given years of thought and study to their special work.

Conferences on topics related to home and children will be held by mothers. Helpful literature will be exhibited.

The National Boy Problem, Moral Education, Uniform Marriage and Divorce Laws, Education for the Art of Life, Industrial Education a Factor in Civic Betterment, Child Labor Conditions, The Probation Method, The Dependent and Delinquent Children, Literature for Mothers and Children, Mothers' Mistakes, and Domestic Science are subjects that will be included on the program.

The names of speakers will be announced later. Full information can be had each month in *The Club Woman*, the official organ of the Congress. Address 500 Fifth avenue, New York.

Railway rates will probably be made with reference to the Louisiana Purchase Exposition, which will be open at that time. It is expected that stop-over privileges will be allowed for those wishing to attend the Louisiana Purchase Exhibition and the Biennial of the General Federation, which meets in St. Louis May 18.

The Illinois Congress of Mothers will entertain delegates. For information about this communicate with Mrs. W. S. Hefferan, 6454 Stewart avenue, Chicago, Ill.

Clubs who are in sympathy with the mother-work and the broad National work for childhood which the congress is doing may affiliate with the Congress and send a delegate by payment of \$5.

Mother's clubs and child study circles come in by payment of 10 cents per capita annually, and are entitled to a delegate for every ten members.

Visitors are cordially welcomed, and may become associate members of the Congress by payment of \$2 annually.

The purpose of the Congress is to provide the best opportunities for the physical, mental and moral development of every child, and already it has been a power in improving the conditions of childhood throughout the land.

For further information address

MRS. EDWIN C. GRICE,
Corresponding Secretary, Riverton, N. J.

KINDERGARTEN MEMORIAL FUND ESTABLISHED IN PORTSMOUTH, OHIO.—The regular monthly meeting of the Free Kindergarten Association was held Wednesday afternoon at the home of Mr. S. R. Ross and daughter, Miss Anna Ross, interested patrons of that city's free kindergarten work. The business included the filling of four vacant offices. One of the eight vice presidents

was the late Mrs. Simon Labold, whose husband, Mr. Simon Labold, was elected to fill her place. This he will efficiently do, as he is deeply interested in the work in which his late wife was one of the principal workers ever since the free kindergartens were instituted in this city. Always an excellent member of the advisory board, and an equally good collector, she did much towards furthering the interests of the two free kindergartens now so firmly established in our midst. In memory of this good woman her devoted husband, Mr. Simon Labold, sent to Wednesday's meeting of the association a letter containing a check for \$500. This amount he gave to the Free Kindergarten Association as a memorial to his late wife's memory. The fund is to be placed in the hands of trustees and called "The Lena Reisman Labold Memorial Fund." To this fund Mr. Labold will add \$500 annually so long as this free kindergarten work is conducted as heretofore, by voluntary contributions of its various patrons. This money, such a beautiful tribute to the memory of a much beloved and much lamented departed one, will enable the kindergarten association to establish another school or two in East Portsmouth, where they are badly needed, and would long ago have been established but for the reason that the requisite funds were not available. Mr. Labold's generosity will not only make it possible for the association to have under its jurisdiction other schools, but will also aid in strengthening the two kindergartens now in progress. His kind act is indeed highly appreciated by the association and by all patrons of the kindergartens, and no doubt it will also incite in others a desire to help along this noble work.—*Portsmouth (Ohio) Times*.

Professor Earl Barnes addressed an interested and attentive audience at a meeting of the Jenny Hunter Alumnae Association, 156 Fifth avenue, New York, Friday, January 22. Professor Barnes' talk showed his sympathy with Froebel's thought, as his subject was the "Power of Love as a Factor in Education," and no one who heard him could fail to gain inspiration from the contact with his optimism and broad sympathies. He spoke at length upon the genesis of love in the early days of the race and of its effect upon the character of individuals and nations; and treating of education in its broadest sense, divided all educators into four classes:

1. Those who wish to mold the human being by force into compliance with an organization.
2. Those who wish to form him in accordance with tradition.
3. Those who have a pedagogical idea, as, for example, Rousseau.
4. Those who wish to develop the human being by loving him.

Intelligent love creates an atmosphere in which a nature can grow and be its best. In earliest times love extended only to the small circle of the family, a love which came to include the tribe, and later to some extent the nation. But love of humanity, the feeling of brotherhood between all mankind, nowhere existed before the coming of Jesus Christ. Since that time this higher, unselfish love has grown, and must continue to grow, for it has not yet reached its full development.

Professor Barnes spoke convincingly of his belief that a child less than five years old cannot know love for even his mother, much less to God. His observation of the growth of generosity in a young child were interesting. Noting, among other things, that a child parts willingly with all of his candy until he is old enough to grasp the idea of limited quantity, when he offers only a part of his treasures. Professor Barnes urges the cultivation of more real sympathy with one's fellows, an affection for those with whom we come in contact that will provide the atmosphere in which their best gifts and qualities can develop; only guarding against the suppression of any individuality by causing it to become the echo of a much loved and loving personality. These suggestions apply most forcibly to those who have to do with children at their most impressionable age, and such a talk in these days of materialism is a help to those who are trying to see the ideal in the actual.

A wise and charming mother of our acquaintance writes thus of her small boy's entrance into Kindergarten:

K. began his kindergarten career this morning at the Horace Mann School. I was charmed with the work and spent the morning there. K. tried to do everything and was enchanted from first to last. His wee lunch-basket was a joy, to begin with. When they played "windmill" he insisted it was a Ferris wheel. He tried to direct proceedings a little, at one time telling the children they could all put their chairs under the table, and delicately suggested that a small boy should use his handkerchief, "or haven't you any?" He will lead them a strenuous life, I fear, but they welcomed him gladly and he plainly showed his interest.

Did you ever see that magnificent Kindergarten room? It has seventeen windows and such fine ventilation, it is almost as good as outdoors. It is a walk of more than a mile, but it will do the youngster a world of good, and perhaps subdue his ardent spirits.

PRIMITIVE TOYS.—It is encouraging to note a disposition among the makers of toys to return to primitive simplicity. In Dresden, where toys of wood are manufactured in large quantities, a few thoughtful and artistic men are designing sturdy Noahs and quaint members of his happy family on lines which are at once artistic and enduring. We are told at the shops that Noah's ark has gone out of fashion; it may be that the Noah of the new school will prove so interesting as to be restored to the shelves of the dealers and introduced anew among the children of an age all too forgetful of the holy scriptures.—*Good Housekeeping*.

The international exhibition of dolls, just opened at Liege, is by far the most complete show of the kind ever held in Europe. Among the quaintest specimens of the doll family on exhibition are those from ancient Babylon and Ninevah. Some of these are beautifully carved in ivory, and are works of art in themselves.

CHILDREN'S HAPPY HOUR.—A graduate of the California Kindergarten Training School, under Mrs. Wiggin and Miss Nora Smith, chanced to marry an Englishman a few years ago and to take up her residence near Liverpool. Although in her new home she was quite removed from practical educational work yet her interest in the kindergarten and in the welfare of children remained undiminished. Whenever she visited Liverpool the wretched, half-starved, half-clothed children of the streets appealed to her sympathetic heart, and altho a flourishing kindergarten of her own soon demanded much attention, she resolved to reach out her hand to other people's children. Calling a friend to her aid, she organized a "Happy Hour" for poor children at the Liverpool Colosseum, beginning with a band of twenty little ones, which in three years has increased to two hundred. The "Happy Hour" is held every Saturday afternoon, and the ex-kindergartner and her assistant make it a delightful occasion of songs and games and stories, a veritable blooming oasis in the dreary desert of street life.

A new free kindergarten was opened in Charleston, S. C., on March 1, named in memory of the late President of the South Carolina Kindergarten Association, Minnie Heyward, who died a year ago last fall. The outlook is very favorable for a successful kindergarten in numbers and interest.

The Kindergarten Club of Springfield, Mass., met in January to crochet first gift balls for the Ferry Street Free Kindergarten, a happy idea that should commend itself to other kindergarten clubs of social and generous spirit.

CORRECTION—On page 262 of the January, 1904, KINDERGARTEN MAGAZINE read on line 14 *alter* for *alta*.

BOOK NOTES.

HISTORY FOR GRADED AND DISTRICT SCHOOLS. By Ellwood W. Kemp. Whether used by the teacher as a guide for her work with her class, or by the children as a text-book or supplementary reader, we believe that children will not let this work find a long resting place on the school shelf. It presents a systematic course of history for the grades from the first through the eighth, presented in a manner picturesque and fascinating.

The plan of the book is to present in story form to the children of the first primary grade a picture of the early Aryan life as it was lived in the Volga River valley; the second grade deals by means of simple stories with characteristic features of life in early Egypt, Judea, and Phoenicea; the Third Grade with life in Greece; the Fourth, with life in Rome; the Fifth, with the life of the early Teuton and the life in the Monastery and Feudal Castle; the Sixth, with the Crusades, the Renaissance, the growth of the English Parliament, and the Reformation; the Seventh, with the characteristic life developed in America by the Spanish, French and English to the time of the formation of the American Constitution; the Eighth, with the development of a national feeling and united life in the United States under the Constitution from 1789 to the present time. Throughout, its central thought is that stated in the lines that head the preface:

“Truth is one,
And in all lands beneath the sun
Whoso has eyes may see
The tokens of its unity.”

The matter is well adapted to the needs of each particular grade. The specific thought for each grade is outlined at the beginning of the chapter and references for further reading are given at the end. Besides its résumé of important and interesting events and facts, thruout the narrative the writer asks an occasional question to set the child to thinking, and gives an idea of the sweep of great movements which is inspiring. Not least valuable is the attracting attention to the influences for good and for progress which each people has contributed in its onward march. No one can read this résumé of the world's progress without having an added sense of our debt to the past and a feeling of obligation towards the present and future. The chapters on the geography of Greece and of Italy are exceptionally valuable as a preparation for the understanding why forms of government and social life assumed in one country differ from those in another. Cause and effect are pointed out in a manner to make the child think intelligently of the problems facing the governments of to-day. Incidents of myth and history, interesting customs, descriptions of dwellings, modes of dress, travel, etc., etc., are given. The child will receive an excellent idea of the evolution of one civilization from another, of the interdependence of all human life and of

those things which make for the true grandeur of nations. We would like to see it in a library edition. The language is familiar, vivid, spirited, but at times a little indefinite and careless, as when the author, speaking of fire making, says: "When they allowed the fire to go out they could only get it again by friction—that is, by rubbing *two things, like sticks*, together till they got so hot they would burn." Flint and tinder are not "like two sticks"—the often struck together to get fire. Published by Ginn & Co., Boston, Mass. Price, \$1. By mail, \$1.10.

The ANNUAL REPORT of the Commissioner of Education for 1902 is at hand in the usual two volumes. Like their predecessors these annual reports of this branch of the Department of the Interior contain not only valuable statistics of interest to Boards of Education and committees responsible in different ways for educational advancement, but give also valuable papers and reports upon questions of current importance, as well as interesting articles upon educational theories of schoolmasters living in times long since past. Those who knew and loved Colonel Parker will find here the various tributes to his worth and influence given at the memorial meetings in Chicago at the time of his death, and including also his address upon the so-called Quincy method "and an account of the development of the Cook County Normal School which by many people is always associated with his name. The negro question is given a great deal of space. Among other items is a long series of extracts from letters of negroes in various occupations, in response to a questionnaire, expressing their views upon the future of their race. There is also a number of letters from different college presidents stating what they think of the necessity of higher schools and colleges for the negro. They nearly all agree that there must be a certain number of such colleges to educate those negroes who are to be the leaders of their people. There is a compilation of the laws of such states and territories as have compulsory instruction in physiology and hygiene. Education in Canada is treated at some length and detail, also education in Russia, Italy, Great Britain and Ireland, and other countries. Child-Study in Chicago is given many pages, describing how certain tests and measurements were made and what the conclusions. Pages devoted to education in Porto Rico are timely and valuable, but the introduction of reindeer into Alaska seems somewhat out of place in this educational branch of the Department of the Interior. It seems, however, that for several reasons there is a close connection between the keeping and care of reindeer and the success of the missions and schools with the natives. Education of the defective and the feeble-minded, manual and industrial training and other special topics are discussed. There are many we cannot take space to mention. Those given just hint at the rich contents of the volumes. We will close with one quotation which shows the regard in which teachers are beginning to be held across the waters:

" * * * While in former years the pensions paid were to a large extent derived from premiums contributed * * * by the teachers themselves, recent legislation in most German States has done away with the teachers' contributions and laid the burden of paying pensions upon communities and the State. The argument advanced was that teachers, as officers of the State are entitled to pensions the same as all other civil or military officers. Furthermore, that teachers, among all the State's officers, are the ones who deserve the highest consideration, being the

best of the State's agencies of conservation and the ones who are more likely to sacrifice their health in the discharge of their duties. Mutual aid societies and annuity funds established by teachers are therefore declining."

Two dollars will secure for you a complete copy of the papers and discussions of the Boston Convention of the National Educational Association. It is impossible for those who attend these conventions to be present at all the department meetings, which must necessarily be in session at the same time. Hence to those who were there and to those who were not the volume will be a rich field in which to browse. The range of the subject matter is so wide, the speakers represent so many viewpoints that these books with the annual report of the Commissioner of Education form an invaluable record of progress in the educational domain as well as reference books on subjects of vital importance to the community. Eighteen different departments are represented. The association does not limit itself to the discussion of theoretical questions but is taking an active part in modifying current conditions in its special domain. It accomplishes this thru Committees of Investigation which it has organized and endowed for studying vital problems. Among these are: Committee on Taxation as Related to Public Education, Committee on Contemporary Educational Doctrine, Committee on Salaries, Tenure of Office and Pensions of Teachers, Committee on Industrial Education in Rural Schools; in this book kindergarten clubs and mothers' meetings will find abundant food for reflection and question. Published by the Association Secretary's office, Winona, Minn.

A truly unique and ingenious little handbook of parliamentary usage has just been published to which we call the attention of all club members, especially such as attend the I. K. U. and wish to follow intelligently the business meetings. It has been planned and arranged by Frank William Howe. Its unique feature is an ingenious visual arrangement of the whole subject-matter of practical parliamentary law in such order that when the book is opened in the middle, the chairman, the speaker, or any one else, has *before his eyes* a complete summary of *every rule* needed in the conduct of any business meeting. With the book opened in the middle, every leaf (from the top downwards) is trimmed shorter than the next leaf, so that the titles (motions) on twenty-six pages are visible *at one glance*. Each of these pages is instantly reached by simply lifting the title with the index finger of either hand. This brings to view *all* the rules, exceptions and quotations bearing on the particular motion under consideration. *The surprising practicality of this arrangement and of the system of cross-reference used can be fully appreciated only by actual inspection of the book itself.* In only fifty-six pages it gives a digest of the whole subject of parliamentary law; and designates important verifications (by numbered paragraphs) in the authoritative manuals of Cushing, Robert, Reed and Palmer. In its mechanical arrangement for *instantaneous reference* it is beyond comparison with any other book or device. Presiding officers who are wielding the gavel for the first time will find it invaluable as "an instantaneous arbitrator." Neat, small, inconspicuous, convenient in size. The publishers, Hinds & Noble, New York City, will send it on approval. Price, 50 cents.

THE BEGINNERS' COURSE. Bible Lessons for Children Under Six Years prepared under the supervision of Rev. John A. McKamy. This little book has evidently been prepared after consultation with many experienced teachers of both Sunday school and kindergarten. There is a lesson for each Sunday in the year. Each has an introductory approach to the lesson, a lesson story from the Bible, a story bearing on the same point from nature or every day experience, real or imagined of the child. There is a picture for every lesson and "helps from the outside" consisting of references for reading, all of which are excellent as are the suggestions for songs, black-board work and home work. All these carefully thought out helps will be welcomed by the Sunday school teacher. But as we ourselves, in the light of modern knowledge, do not accept literally many of the Testament stories regarding them as myths or allegories rather than as records of actual facts, there are many things we cannot indorse. For instance when one subject begins with the words, "I will tell you the story of how the animals were made" one would expect at least a slight hint of the wonderful story of evolution, but, instead, the child is left with an impression of the special fiat theory. The writer's attitude towards God is almost too familiar. As if he had "entered into the secret councils of the Almighty." Just as according to Earl Barnes, we can give the children too much of George Washington in the kindergarten, so this familiar way of speaking of God and his plans and works will perhaps have just the opposite effect from what is intended by well-meaning teachers. The Hall-Howe biography of Laura Bridgman has some excellent hints upon the nurture of the children's religious life which are told with consideration by Sunday school teachers. Used with discrimination this book will be found helpful, but it will require judgment and insight on the part of the teacher.

In Sunday school work we want above all to base our teaching on truth. We therefore cannot approve of such a presentation as the following: "'Little birds can't be taken care of always,' said the mother." "There is work to do for the kind farmer. We must catch the bugs that are eating his trees. The heavenly Father has taught me how. Come, I will show you." Though we are quite willing to acknowledge the wonderful interdependence that runs all through nature we question whether when the bird eats the insects he has any thought of helping man. It is one thing to tell a fairy tale that the child knows to be fiction. It is quite another thing to tell an imaginative or symbolic story as fact. Cumberland Presbyterian Publishing House, Nashville, Tenn.

BOW-WOW AND MEW-MEW. By Georgiana M. Craik. Maynard, Merrill & Co. have arranged this little English story for first reader children. It has characteristics that make it particularly acceptable for school use. Children all the world over, in both city and country, know the cat and dog. A well told story recounting the imaginary discontents and run-away adventures of pussy and her dog friend cannot fail to interest. Arranged to cover thirty-nine lessons, it presents the element of continuity so liked by children. The words are simple and those in common use. Piqued by

his interest the child would be led on to rapidly master the new ones. The frequent use of the conversational style also serves this end. Here and there, however, there is an unnecessary stiffness and a forced construction due to the effort to keep to simple language, under the mistaken impression that a one-syllabled word in a forced construction is more easily learned than a more complex but equally familiar word in a natural connection. Reflecting as the story does, the occasional discontent, quarrels, making-up, run-away impulses with their unhappy consequences, as well as the better impulses, etc., of the average child it is safe to say that Bow-Wow and Mew-Mew will be long-remembered friends of the little people.

STORIES OF THE ANCIENT GREEKS, by Charles D. Shaw. The first half of the book tells of the classic myths with considerable detail so that while forming profitable and interesting supplementary reading for the third grade it will be useful also as a book of reference when some forgotten name or incident is to be recalled. The second part gives in chronological order the important events in Greek history. Many of these are now regarded as largely or in part legendary, but have been so long current that they really in one have become interwoven with Greek life and thought and hence are given here, tho in a way to guard the youthful reader against implicit belief where there is not ground for such belief. The style is lively and picturesque. The book is illustrated with 25 full page decorative pen drawings by George A. Harker. There are outline drawings, simple, strong, vigorous and attractive. The combination of the mythical and the historical in the one volume is a happy thought on the part of the publishers. 'Ginn & Co., Boston. Mailing price 75 cents.

Plastographical Views of the World. While this ingenious invention is apparently gotten out primarily for the travelers and souvenir hunters, they will have a decided interest for those studying the laws of optics. The copy we have at hand is an "Excursion to Paris." The pictures of street scenes are in two colors. The principal objects are red on the right side with a kind of shadow in blue-green on the left, giving a peculiar dazzling effect. Accompanying the book is a pair of "goggles," the gelatine on the side for the right eye being red, and that for the right green. When looked at thru these goggles the horses, pedestrians, buildings, etc., stand out exactly as when seen thru a stereoscope. A brief description accompanies each picture, given in French, German and English. A trip can now be taken thus thru many European cities. Views of New York can soon be had, and views of the St. Louis Exposition are promised. Published by Weidler & Co., 23 Duane street, New York City. Price of single copies, 40 cents, including goggles.

CHATTY Readings in Elementary Science. A series of attractive little books, excellent for supplementary school reading. Facts concerning the structure and habits of animals, wild and domesticated, are interspersed with anecdotes that illustrate the intelligence of the creatures and all told in a happy, familiar style. There are occasional poems, serious and humorous, and many excellent illustrations, a number of them colored. A summary of the lessons and notes

for teachers, with outline drawings for the blackboard, are included. Longmans, Green & Co., New York.

In the *Century* for March Burroughs writes upon the subject "On Humanizing the Animals," a further discussion as to whether or not the animals may be said to teach their young. R. W. Hale writes upon "Mary Had a Little Lamb, and its Author." There is a facsimile of the original text of the verses and of the title page of the volume (by Mrs. Sarah J. Hale) in which they were first printed. Rollo Ogden contributes "The Making of Public Opinion" (Lunch Table Talk of a Senator, a College President, a Doctor of Divinity and an Editor), and Robert Bruce Grant writes "The Eye of Fear" (A Workingman on Labor Unions).

Kindergarten is the name of a practical German monthly, edited by Dr. Eugene Pappenheim, in Berlin. The January number contains the first of a series of articles on "What is suitable as educative subject matter for the kindergarten?" Suggestions from the program of the Kindergarten of the Berlin Froebel Association are given and from that of the Pestalozzi Froebel Haus. The February number continues the subject with translations of the programs by Miss Frances E. Judson, Mary H. Fox, Clara Louise Strong, Georgene Faulkner and Miss Nina C. Vandewalker, that have appeared in the KINDERGARTEN MAGAZINE during the current year.

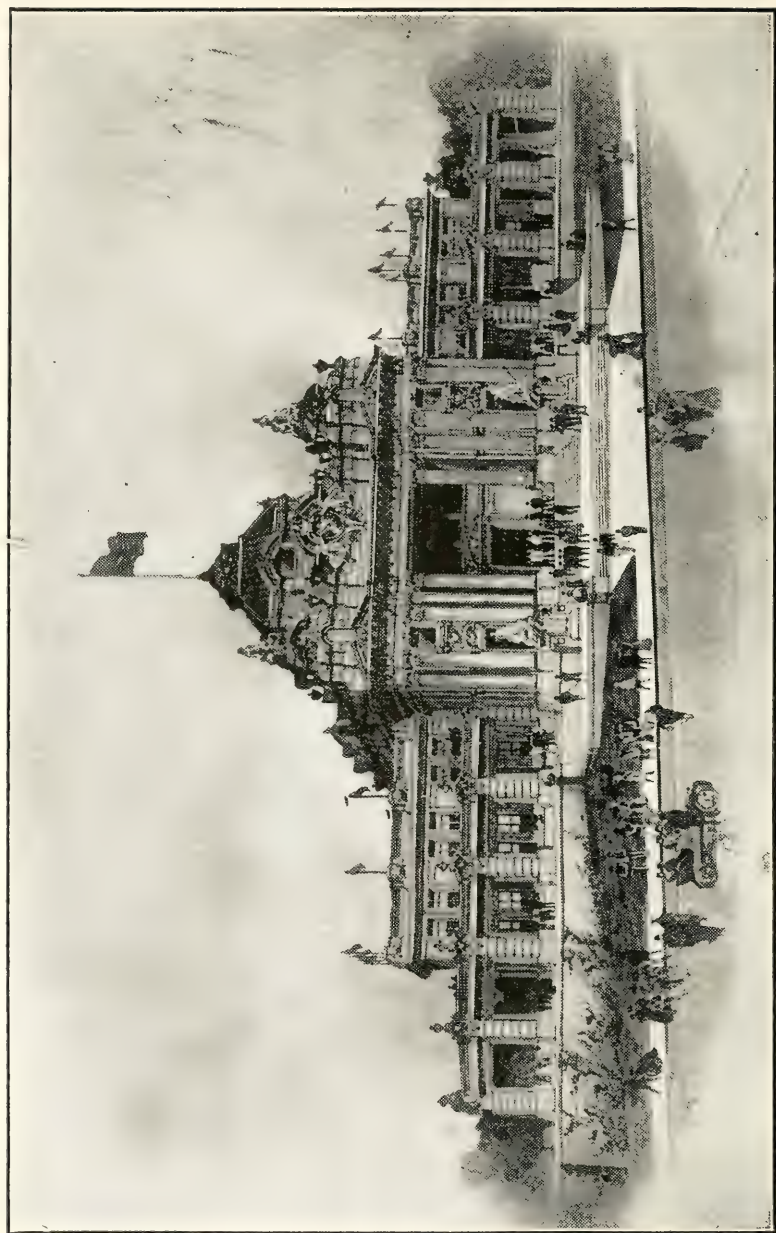
Books Received: Music Education, an outline by Calvin B. Cady. Clayton Summy Company. "Forty Songs for High Voice," by Johannes Brahms; "Twenty Piano Transcriptions" of Franz Liszt, and a libretto for Parsifal, with German and English text, together with several pages of the leading motives, all from the Oliver Ditson Company, New York.

An English monthly, the *Windsor Magazine*, for May, 1903, contains an article by Charlotte O. Eccles on Children's Libraries in America. It has pictures of the children's rooms in Cleveland, Boston, Medford, Mass., Scoville Institute Library, Oak Park, Ill., Buffalo, Michigan City, Ind., Pratt Institute, Milwaukee, and the Evanston (Ill.) public library.

In *Good Housekeeping* for March is a brief article by Grover Cleveland on "The Family and the Public Schools." Nora A. Smith has an article on "Children's Literature." The usual excellent suggestions of value to the practical housekeeper and homemaker will be found.

In the March *St. Nicholas* G. E. Walsh rehearses the history of the Panama Canal scheme from the first survey in 1581 to the present time in his article, "Cutting a Hemisphere in Two." W. S. Harwood tells the "Story of a Bar of Iron."

In the *Delineator* for April Mrs. Theodore W. Birney gives some good advice on the subject of "Growing Up With One's Children." Many practical ideas for those who are their own dressmakers.



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TWENTIETH CENTURY SERIES.

THE ETHICAL ELEMENT IN EDUCATION.*

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THE text for this paper is to be found in the following statement:

If we pass to a view of American life, as expressed by its laws, its business, its customs and its society, we find everywhere a clear recognition of the truth that this is a religious people. Among other matters note the following: The form of oath universally prevailing, concluding with an appeal to the Almighty; the custom of opening sessions of all deliberative bodies and most conventions with prayer; the prefatory words of all wills, In the name of God, amen; the laws respecting the observance of the Sabbath, with the general cessation of secular business and the closing of courts, legislatures and other similar public assemblies on that day; the churches and church organizations which abound in every city, town and hamlet; the multitude of charitable organizations existing everywhere under Christian auspices; the gigantic missionary associations, with general support and aiming to establish Christian missions in every part of the globe. These, and many other matters which might be noticed, add a volume of unofficial declaration to the mass of organic utterances that this a Christian nation.

These words, which sound like the language of some bishop or doctor of divinity, are taken from a decision of the Supreme Court of the United States (143 U. S., 457). The utterances to which the paragraph refers are set forth in the same opinion with great fullness, being taken from the language of the early charters of the colonies and the constitutions of the States. The Supreme Court adopts as its own the decision of the State courts that Christianity is a part of the common law of the land. The case arose on the construction of an act of Congress and the principle of interpretation

*Address delivered at the Department of Superintendence of the N. E. A., February, 1904, Atlanta, Ga.

adopted is that "no purpose of action against religion can be imputed to any legislation, State or national, because this is a religious people."

The Supreme Court of the United States—the living voice of the constitution—has thus declared that the nation is in legal aspect a Christian nation. If so, its public functions necessarily partake of the same character. Public education is one of these governmental functions. The administration of justice is another public function. In a Christian nation such administration is Christian. Let us first examine this contention carefully with reference to the administration of justice. An analysis will help us to deal with the main point as it affects public education in the United States.

What is meant by the statement that in this country the administration of justice is Christian? We have already seen that the Supreme Court has adopted and approved the doctrine that Christianity is part of the common law. This does not mean on the one hand that Christianity and the law are coextensive; on the contrary, we know that there are many police and sanitary regulations, such as municipal ordinances against expectoration in public places or building wooden tenements within fire limits, that are devoid of moral quality. On the other hand, we know that there are heinous moral offenses, such as ingratitude, avarice, impurity of thought, over which the law assumes no jurisdiction. If we use a diagram to represent the state of the case, we might draw a circle within an ellipse, and the space within the circle—and thus within the ellipse—would represent the large domain in which law and morality, Christian morality, are coextensive; while the respective ends of the ellipse outside of the circle would represent the domain already mentioned in which they are not coextensive. This circle or common ground it is which supports the announcement of the court that Christianity is a part of the law of the land; and with the progress of society this circle is expanding, for the growth of the law is always in the direction of ethical enlargement. The lawyer who stands before the jury of American citizens invokes in his appeals to their conscience the maxims of Christian justice, so far as they are distinct from or an advance upon the maxims of pagan justice. The judges in finding a *ratio decidendi* in the numerous causes not directly controlled by judicial precedent, look for it in the principles of Christian ethics, as distinct from Confucian, Bud-

dhist, Mohammedan or naturalistic ethics. Does this violate any right of conscience? Has the Chinaman just cause of complaint if in a controversy in the courts of this land the judges refuse to enforce the maxims of Confucius? Can the Moslem complain that the Koran is not recognized in the case to which he is a party as the source of ethical rules that define justice? For such grievances the American has but one answer. If you want Confucian or Mohammedan justice, you must go to China or to Turkey to obtain it. Historically and legally this is a Christian nation. Its character, its genius, is Christian, and its administration of justice necessarily partakes of that character.

This analysis may go yet deeper. I ask your patient consideration of these prolegomena, for we are now upon solid, undisputed ground, and the object is to prepare the way for the less understood application of the same principles to public education. We raise again the question, How far is the administration of justice in this country Christian? In a democratic country it is not a legal fiction, but fact, that the law comes from the people. Legislation is by the representatives of the people, but legislation plays a very small part in the administration of justice as compared with the evolution of the law through the courts. How does this evolution go on? Whence does it start? It starts with the people. Some citizen thinks that he has a legal right in his dispute with his neighbor, or that a wrong has been done him for which he wants redress. Observe that here is the beginning point: the notion of some private individual about a right or a wrong. If he has no such notion, if he is too ignorant to conceive it, or too doubtful or indifferent or timorous to act upon it, there will never be a case or a trial or a decision. But if he believes in his own sense of justice he will take his crude conceptions to a legal adviser, and in the lawyer's office the legal right will be canvassed and investigated, as well as it can be done in an *ex parte* examination. If the counsel advises the assertion of the right, the controversy becomes a case, and then in open court, with both sides as parties, in the presence of a disinterested tribunal, the whole case is investigated and finally issues in a decision, which is the rule, not only for the parties in that case, but for all parties who may ever have a like case.

The process may be illustrated by gold mining, where the crude ore mixed with earth is brought to the stamping mills and the final

outcome is the dollar of the mint, the current coin of the realm. Now the crude ore in the process is made up of the crude ethical notions of the people as to their rights and wrongs. Unless such notions are set into self-activity no lawyer's advice is sought, no judge's ruling pronounced. In this sense, then, the law originates with the people, and in a democratic community the law represents at any given time the social standard of justice prevailing at that time. Now the religion of the people is the principal source of popular notions as to right and wrong. By forming and influencing these popular conceptions, the churches of the land, its corporate religious organizations, play an enormous part in the evolution of social justice. And just to the extent that any community is a Christian community the administration of justice will be Christian. It is no more certain that a river will be made up of water from springs that supply its tributaries than it is certain that the stream of justice will emanate from and will represent the ethical sense of right and wrong prevailing among the people who constitute the State.

— All this, I now submit, applies to that other public function with which we are specially concerned—education. Christianity is certainly no less a part of education than it is of the law of the land. Its materials are suffused with Christian conceptions. Geography can not be taught in a nation where Christianity is the prevailing religion without bringing out the substantial identity between this system and the higher civilization—the most potent argument of apologetics. History is, as Froude has well said, “the voice of God sounding across the centuries the laws of right and wrong,” and it can not be taught in Christendom without a Christian interpretation. The weekly recurring holidays of Sunday and the annual holidays of Thanksgiving, Christmas and Easter make a recurring religious impression. The situation is illustrated by the story of a father, who, in a spirit not hostile to religion, but desiring to institute an experiment, determined that he would keep away all Christian prepossessions from his boy's mind—preserving his mind in youth as *tabula rasa*, so that when he arrived at the age of reason he could address himself without bias to the consideration of the subject. The father found that he would have to keep the boy shut in at home, for the lad could not walk abroad without seeing the spires of splendid buildings called churches, whose character and

meaning he would wish explained. The newspaper must be excluded, or else the very year of publication, *anno domini*, would disclose the fact that a significant event in history had become to be the era from which men counted the calendar of time. In other words, the father soon realized that the subject of the experiment must be blind, deaf and dumb—a price he was unwilling to pay for so doubtful an advantage as was sought. To state the situation in other words, the enveloping atmosphere of education in a Christian state and nation is Christian. But the chief influence of this character is yet to be noticed. It is in discipline. Now, if it were possible to separate education into the two divisions of knowledge taught and conduct inculcated—if we were denied the privilege of blending the training of intelligence and the training of character—if we were put to the necessity of surrendering one or the other, I suppose no one would hesitate for a moment to say, "We will sacrifice the knowledge of the schools and keep their discipline." Illiteracy, fearful as it would be, is preferable to anarchy. Now the discipline of education in a Christian land is Christian. Discipline requires, in the first place, personal abstinence from evil practices, and, in the second place, it regulates the conduct of individual pupils in relation to their fellow pupils by the principles of Christian ethics; not ideally, of course, but with such practical approximation as is possible under existing conditions. If the child never heard in school one word colored by moral sentiment, he could not possibly pass thru its discipline without training in individual and altruistic morality, and the morality is that of the Christian type as distinguished from other types.

The contention which has been made finds the support of actual testimony in the replies of nineteen college presidents made to a questionnaire sent out by the *Outlook*. These replies justify the conclusion that public school students who go to college exhibit as high a type of character as those who come from private or church schools. (*Outlook*, Vol. 76, No. 2.)

When, therefore, we hear the cry for "Christian education," our answer must be that given to the cry of the vessel which signaled to a passing ship that they were in want of water. Without knowing it, the distressed crew had drifted into the water at the mouth of the Amazon, and the only help they needed was given in the words signalled in the reply, "Let down your buckets."

But usually the cry for Christian education means sectarian education; that is, Christian education, plus an element of distinctively sectarian instruction, which the State is forbidden by public policy and by written constitutions to supply. The precise situation is this: The two most important organizations of civil society are the church and the State. Each is bound by the law of its life to educate. A democratic state must educate, because intelligence is necessary to its existence, and thus education is a self-protective necessity to the State. The church must educate or perish, for any church that does not believe itself to be the depository of religious truth so essential and so vital as to justify that church's separate organization, and so essential and so vital as to prompt missionary zeal for its propagation, is dead or dying. Unless the State and the church undergo radical transformation beyond any present power of prediction, both must continue to educate; and those who expect either church or State to abdicate these functions are victims of vain expectation. No true patriot would be willing to cancel either of these two great forms of education from our public life. We in America are prepared to understand the correlation and harmony of these dual systems by our dual system of federal and State government, each discharging its separate functions and yet both working in coordination. When we were using the administration of justice as an illustration, it was stated that law in a democratic State represented the social standard of justice and really emanated from the people. It is an ethical barometer which registers the public concept of justice. To change the figure, law at any given time is a composite photograph of the mental images of justice in the bosoms of its citizens. So, precisely, education will always represent in a democratic State the social standard of intelligence. The people mirror themselves in their schools. By reason of their high ethical and spiritual mission the churches powerfully affect the standard of public opinion and conduct. They are the saving salt of society, and if their members are concerned for Christian education they have the satisfaction of knowing that while they are keeping church education sectarian, as it necessarily must be, they are powerfully aiding to keep State education Christian. So long as the fires of pure religion burn on the altars of the church, so long will its glow be transfused in the teaching and training of all the schools. It would seem that Christian people ought to rejoice in

their opportunity to influence public education in the ways which have been pointed out; especially this should be true of Protestant churches, which, by general acceptance of the public schools, have practically abdicated the function of church education during the plastic period of childhood and early youth.

We have now reached the great paradox of our subject. In this Christian nation religion can not be taught in the public schools. One court has decided that the Bible can not be used in them, even by reading without comment; nor, as another court has decided, can it be used as a part of religious exercises. If an intelligent visitor from another sphere, to whom we sometimes appeal for an *a priori* judgment, should be confronted with this problem, he would say at once: "Certainly I understand this. It is because among your citizens there are some who are agnostics and some who may be opposed to religion, and they interpose their objections against these practices." But this natural inference would not be correct. Mr. Huxley, the great protagonist of agnosticism, in a well-known passage has advocated the use of the Bible in the public schools. "I have always been strongly in favor of secular education, in the sense of education without theology, but I must confess I have been no less seriously perplexed to know by what practical measures the religious feeling, which is the essential basis of conduct, was to be kept up, in the present utterly chaotic state of opinion on these matters, without the use of the Bible."

It is important to notice that Mr. Huxley advocates the use of the Bible in the schools, not as literature, but, as he says in the opening sentence, as a practical measure to keep alive religious feeling. Renan is quoted as having expressed a substantially similar view.

No living writer has shown more genuine concern for Christian education than Mrs. Humphrey Ward. She has uttered an almost impassioned plea in its behalf. In the April number, 1903, of the *International Journal of Ethics* (Vol. 13, p. 269), Ellen Darwin has a striking article entitled "The Religious Training of Children by Agnostics." She earnestly deprecates the danger that an agnostic parent may cause his children to "suffer, as it were, a spiritual blight by cutting them off from the spiritual life and traditions of mankind." She counsels such parents to say to their children: "The world is shut to you if you do not understand and feel the beliefs of

mankind; * * * unless you have an insight into the higher spiritual life of man, repellant and distorted on the surface, the best part of life is closed to you."

The planetary visitor would open wide his eyes at these amazing utterances, and ask whence, then, came the objections to education in the "best part of life." He would open his eyes wider at the reply that it is sectarian Christianity that stands in the way; and this reply receives an astonishing emphasis in the fact that so far as the record disclosed the motives of the complaining parties in every law case in which a rule of exclusion or limitation on the use of the Bible has been invoked, has been brought, not by an agnostic or infidel objecting to religious instruction, but by a sectarian objecting that the instruction was not in accord with the tenets of his sect. This is the situation which will some day bring the blush of shame to the most bigoted of sectarians. It looks back to the past, to the period of the middle ages described by Judge Bleckley, "when every good man thot it his duty to burn some man who was better than himself." In those days each orthodoxy said to every other orthodoxy:

*"Quisquis qui credit aliter
Hunc damnamus aeternaliter."*

Happily the old order changeth. As far back as 1873 the Protestant denominations united in an evangelical alliance, and no representative of them felt disloyalty to its special traditions, because he spoke under a motto (printed across the stage) which announced: "Unity in things essential; Liberty in things doubtful; Charity in all things." The most significant sign of the times in the direction of Christian tolerance and unity is in the growth of the Young Men's Christian Association. The inevitable tendency of such a movement will be to discover and to emphasize the vital and essential in religion. There are some college communities in which I am informed the Roman Catholic young men have united with the Protestants, and Hebrew students have enrolled themselves as associate members. One of the most important association buildings in the Southern States was presented to the young men of the city by a Jew.

The question may be raised, "Is it possible to find some common ground of belief which may be the basis of religious teaching?" The Supreme Court of Wisconsin, which has rendered the most radical

of all the decisions against the use of the Bible in the public schools, indicates that this might be legally done. The court defined sectarian instruction as "instruction in doctrines believed in by some sects and rejected by others," and as an instance of a doctrine not sectarian refers to that of "the existence of a Supreme Being of infinite wisdom, power and goodness, and that it is the highest duty of all men to adore, and obey, and love Him."

Now, it may be asked, Why not find the irreducible minimum of belief and use it as the basis of common agreement for religious instruction? Might not the parties agree on what Dr. Martineau has called the three fundamental postulates of religion, and which he has thus expressed: "The universe which includes and enfolds us around is the life-dwelling of an eternal mind; this world of ours is the scene of moral government incipient, but not yet complete; and the upper zones of human affection, above the clouds of self and passion, take us into the sphere of a divine communion." There is certainly no religion extant which would dispute these elementary propositions, stated by the great preacher, but the scheme of finding by elimination the residuum of belief and proceeding with religious instruction to that extent is liable to the fatal objection that, according to the belief of some churches, this residuum is not religious truth at all, except as illuminated by or interpenetrated with the peculiar tenets which are excluded by the compromise. The English education act of 1870 seems to have been framed by Mr. Foster on the conception that if all the differences of English Christendom were stricken out, there would be found the beating heart of common Christianity, but the difficulty of the view as a working scheme was perceived by the astute mind of Dr. Martineau long before the agitation emerged in the complicated legislation of 1903. It will be interesting to reproduce his criticism. In 1893, in a letter to *The Times*, he wrote (Life and Letters of James Martineau, Vol. 2, p. 182):

It is often supposed, especially by latitudinarian thinkers, that religious unity may be reached by lopping off and disregarding the differentiating elements of sects and churches, treating them as a separate appendix to the mass of common elements which they superfluously vary and deform. Under the influence of this idea reformers intent on healing divisions and promoting union have invariably made light of the distinctive features of each religious party and tried to negotiate for their relinquishment. * * * * But

this fascinating theory of a "common Christianity" on which the essentials are to settle, after leave of absence has been given to all else will not work. It is doubtless true that there may be spiritual sympathy underlying great doctrinal differences, but the central concordance thus reached is affectional, not logical, and will baffle all attempts to lift it into expression. And, on the other hand, every creed-maker or creed-mender, every theological innovator, is apt to become the enamored victim of his own little discovery till it blinds him to a universe beyond, as a sixpence may hide the sun. He at once enters his favorite doctrine among the "essentials," or in such relation to them that it is against his conscience to suppress it.

However, Dr. Martineau, himself, in 1894, in a letter to *The Times* (Ib. p. 185), propounded what seems to be the best solution of an insoluble problem. His suggestions will well repay perusal. How the present situation as to sectarianism affects the school life among us is dealt with in Mrs. Martin's capital story, "Emmie Lou, Her Book and Heart." The chapter to which I refer is entitled "The Winds of Doctrine." The fearful charge of heresy becomes current among the children of the school. I make no apology for the citation, for the book is equal to a course in child study. The chapter, however, suggests the question, If such things as are there described happen with religion kept out of school, what would happen with religion in it?

How shall we appraise the gain and loss of these conditions? In so far as it makes impossible the teaching of formal religion in the schools, I count it wholly good. It would be a sad day for religion when it was cut and quartered into the paragraphs of a textbook and placed alongside of arithmetic and geography in courses of study. The natural heart of piety cries out with Sidney Lanier:

Grim creed with categoric point forbear
To feature me my Lord with rule and line.

There is no better proof of the vitality of Christianity than the fact that it has survived the catechism. The truth that is in religion is like the truth in poetry and art: unless it affects the imagination it is moribund. The adult can verify this by comparing a noble hymn with a paragraph of a treatise on theology. He will find himself singing the hymn, but shrinking from the statements of the dry-as-dust book. The primary sentiment in religion is reverence; nothing can be more fatal to reverence than to place religion on a parity with the other studies in a curriculum.

But in so far as sectarianism stands in the way of a distinctly religious exercise of worship in the State schools, it unquestionably leads to a serious loss. In an overwhelming number of schools thruout the United States such an exercise is held; but it is mournful to reflect that sectarianism may under the provisions of many State constitutions lay its forbidding hand upon these beautiful and wholesome practices. The precise point ruled in the last case on this subject (*State v. Scheve*, 97 N. W. Rep., 169) was that while the Bible could not be excluded from the public schools—while it can be read as literature or taught as ethics—yet it can **not** be used as a part of the devotional exercises against the protest of an objector.

What then? Should those who believe in religious education take advantage of the poor boon thus offered and introduce as literature the Bible rejected as religion? I would answer, unhesitatingly, no. I have seen the Bible used as a textbook in church schools, assigned as recitation work for Monday morning, in order to encourage its reverential study on the Sabbath. In spite of these favoring conditions, the result was quite the reverse of edifying. The Bible, as the book is universally called, was irreverently described as "Bible" in the same slang that reduces mathematics to "math" and political economy to "polit." Students have been known to cheat in written examinations on "Bible." The higher criticism seems to have caused confusion on this subject. Its proposal to study the Bible as literature is valid. The Bible can claim no exemption from historical and literary criticism. But that is a wholly distinct proposition from that of placing the Bible on the footing of other documents in the study of literature. There are school readers in which chapters of Scripture are placed along with literary exercises. Is the gain of the little knowledge thus acquired offset by the discount of reverence? They reckon without their host who hope by such devices to retain the hold of the Bible upon the affections of mankind and its influence upon thought and speech. Dr. Harris (*N. E. A. Report*, 1902, p. 354) attributes the maximum power of suggestiveness in the symbolic language of the psalms, prophets, and gospels to the fact that the Bible has been kept apart from other literature, and held in such exceptional reverence as to be taken out of the natural order of experience. In a strong article on this subject in the *Atlantic Monthly*, September, 1903, Mr. Herbert W. Horwill shows that "The old-fashioned saturation of style

with Scriptural terms and theology was not produced by any conscious selection of the Bible as a literary model, but was an indirect result of the emphasis upon its theological importance"; and he quotes the Nation, pointing out Ruskin as an example that the English of King James' version became second nature to our forefathers "by means of repeated reading and compulsory memorizing under the father's eye and at the mother's knee; and the imaginative association and the indelible memory of epithet and description were borne away frequently by children who read it in trembling and holy reverence." In Morley's Life of Gladstone there is given an autobiographical note, in which Mr. Gladstone refers to various passages of Scripture which in times of stress came to him as directly as if borne on angel's wings. (1 Morley's Life of Gladstone, p. 201.) For instance, after the decision in the Gotham case, which seemed to be a great blow to the Church of England, he refers to the following passage: "And tho all this be come upon us, yet do we not forget thee; nor behave ourselves frowardly in Thy covenant. Our heart is not turned back, neither our step gone out of Thy way. No, ~~not~~ when Thou has smitten us into the place of dragons and covered us with the shadow of death." In the dry air of the school room "the place of dragons" would have disappeared as mythology. It is not conceivable that the strong hold of such a passage could have been taken on the mind of the great Englishman except thru the operation of the religious sense, and in connection with the spirit of worship.

While there are restrictions on religious teachings and exercises in the schools, all the authorities agree that morality may be taught and it is no valid objection to an ethical textbook that it is founded on the Bible. The Wisconsin case, which goes further than any other decision in the extent of its definition of what is sectarian, expressly holds that ethics is not sectarian. Thomas Jefferson made provision for such teaching in the original plan of the University of Virginia. But while there is no legal or constitutional barrier to the teaching of morality, and while there are some manuals on the subject that are recognized as fairly good and are in use in some States, yet there is probably no point on which professional opinion is more unanimous than that little is to be expected from direct ethical instruction. President Faunce (N. E. A., 1901, p. 628) has said:

"To force little children into moral philosophy, into analyses of their own mental states of deeds, is to produce insufferable prigs."

Whether the general opinion could be changed by the production of an ideal textbook for schools can not be determined in advance of its appearance. Teachers have sometimes for the first time realized that a subject regarded as unteachable is made so by a book of great excellence. At present the consensus is that the best results of moral education are secured by indirect teaching, and there is much encouragement in considering the extent and variety of the indirect methods that may be employed. In glancing over the index to the proceedings of this association, I find that specialists in almost every department have contended that morals can be best taught indirectly through their special subjects. Thus I find two references to sustain the proposition that morals should be taught thru art; seven to the point that the subject should be taught thru biography and history; three thru the kindergarten; five thru literature; ten thru music; three thru the natural sciences and nature study; two thru physical training, and one thru sociology.

What is called temperance teaching may here serve as an illustration. The movement which has now succeeded in securing national legislation and legislation in every State for the teaching of physiology and hygiene, was undoubtedly inspired by the noble moral purpose of inculcating temperance. The movement has produced a great debate over the verbal question whether alcohol is a poison or a food. It is plain to common sense that alcohol is neither a poison nor a food in the ordinary meaning of these words, and alcohol is correctly described in some books as a poison and in others as a food, because the writer has in either case first framed a definition which makes it one or the other.

This association has wisely refused to be drawn into a verbal disputation. It will be well to recall the wise and conservative action of this department at its meeting in February, 1901:

Since the last meeting of this department, there has been considerable discussion of the question as to whether alcohol under any conditions is properly to be defined as an article of food. Medical authorities are quoted in support of both sides of this question; but no authority has been found to maintain that alcohol is a food in the ordinary sense of that form. The question of the supposed food value of alcohol is a technical one for medical experts to determine and not one which need concern men and women engaged in the

work of instruction of children and youth. For them it is enough to know that its use as a beverage is injurious, and that all authorities agree in deprecating the formation of the drinking habit and in commending all practicable efforts, thru public instruction, to promote the cause of temperance. The questions of highest importance for teachers and superintendents of schools to consider are those which relate to the methods by which temperance instruction shall be imparted, the extent to which it shall be carried, and the subject matter to be presented.

Medical or scientific facts in regard to the nature of alcohol are far less effective in their influence upon boyhood than an appeal which may be made thru the boy's admiration of physical prowess and the sentiment of hero worship. One might begin with Samson and point out the coincidence that this mightiest man of the Hebrew record was also a Nazarite, dedicated by vow to total abstinence. In his *Samson Agonistes*, Milton connects the two characteristics. Hanlon, the champion oarsman; Weston, the pedestrian, are modern examples. Captain Webb, the champion swimmer, the only man who ever swam the English Channel, was an abstainer, and refused brandy offered as a stimulant in his undertaking. The modern rules for athletic training forbid intoxication. St. Paul's words, "he that striveth for the mastery is temperate in all things," reads like a rule out of a manual for football training, and sound more so when translated into the modern terms of the twentieth century New Testament, where the reading is "all athletes practice self-control in all things." It is one of the best incidental features of athletics that the training rules, based not on moral or pietistic reasons, emphasize the value of abstinence, and the lesson thus inculcated controls not only the members of teams, but permeates the student-body.

Another short circuit to the boy's heart is thru his military admirations. There was Havelock, the saintly Christian hero of the Sepoy Rebellion, who organized his regiment into a temperance society at a time when temperance provoked a sneer in the army. Stonewall Jackson said of intoxicating liquors, "I never touch them. I dread them more than Yankee bullets." A boy will feel that he can afford to fear what Stonewall Jackson feared. Robert E. Lee was an equally notable example. The greatest forced march of history was that of Sir Garnet Wolseley, when at Tel el Kebir he surprised and captured the forces of Arabi Bey. Before the march began Wolseley

had every soldier's canteen emptied of intoxicants, so that the most wonderful march of modern times was made by an absolutely sober army. And there is Lord Roberts, whose proclivity on this subject is celebrated in Kipling's line:

"'E's a little down on drink—is Bobs."

For the better endurance of heat thru abstinence, there is the thrilling history of David Livingstone and Stanley; for the endurance of cold there is the thrilling exploit of Nansen and his men in the Arctics, who discarded the delusive aid of alcoholic stimulation. The mere teaching of scientific or medical statement as to the deleterious properties of intoxicants would be a dead letter unless the pupil's interest was aroused by illustration and instances appealing to boyish ideals.

There is one phase of the subject that presents a problem with features peculiar to itself. I refer to the ethical education in negro schools. This backward race has emerged but one or two centuries ago from slavery. In this process it had the tutelage of slavery, which was a tuition of inestimable value to the race in enforcing obedience to the external moral rules—in training the race in the practical virtues of industry, obedience and sobriety; but the tutelage of slavery was practically without value in its appeal to the inner principle of morality. By making the slave valuable as property and thus securing the care of the master, the operation of the wholesome law of the natural survival of the fittest was largely nullified. It is contended by some interpreters that the folklore of the negro is essentially immoral. Brer Rabbit represents the negro—the weaker of the creatures—preyed upon by the stronger, and privileged by cunning to get the best of the situation, if he can. Whatever be the case, the morality of this disadvantaged race is, to speak generally and ignore exceptions, deplorably crude and low. Does not this situation call for special treatment of the case? It makes a pathetic appeal to the altruism and to the pedagogic genius of the more advanced race to supply the need.

In conclusion, the ethical element of education is intrinsic; it develops power and some of it goes to the bad, while the most of it goes to the good. The tendency at least is always upward. To one who points out the failures of Christianity, there is the one sufficient reply, that Christianity has never been tried. So to the critics of educational failures, it may truly be

said that education has never been tested. It is amazing that some people talk of the experiment of negro education as having failed, as if, forsooth, the little done in that direction was an adequate trial of the experiment. Macauley said, "the only cure for the evils of liberty is more liberty," and the same is true of education. President Washington is able to say that no graduate of his institution has added to the heavy percentage of negro criminality. The ethical element in education is inherent, for humility and reverence are its products. The human mind, as it faces the universe, asks three questions: "What?" "How?" and "Why?" Science answers the first and second; it does not even attempt to answer the last. The more it shows of the What by analysis, the more it finds of evolution as a method; or the How, the more mysterious becomes the Why. Science modestly, and one might say reverently, passed over that question to metaphysics—and metaphysics surrenders it to religion.

The ethical element in education is permanent because of the nature of the teacher's work. That work is a self-bestowal. No teacher does his work without feeling that virtue has gone out of him—it has gone at the cost of his vitality into the souls of his pupils. No teacher would ever say of his calling, "Great is Diana of the Ephesians, for by this craft we have our living." There are some professions and some businesses in which a man works for the money there is in the job, and keeps the job; no teacher who worked just for the money in his job could possibly keep it, even if he so desired; he would be a manifest failure and fraud. There is this inherent nobility in a teacher's work, while it is performed in part for himself, yet it is performed for others. It is not too much to say that the faithful teacher imitates in an humble and yet not far off way that transcendent example of service and sacrifice that has forever fixed the wonder and the love of men.

This life is but a shallow thing,
Unworthy of its source in Thee
If we shall fail each day to bring
Some hint of man's nobility
In act of love or sacrifice,
And lay it at thy holy shrine,
An evidence beyond all price
That man's akin to the divine! —A. E. L.

THE ABSOLUTE VALUE OF THE CHILD.

L. PEARL BOGGS, PH. D.

OFTEN as a child I felt a vague sort of injustice when reading in the Bible that so many men were present "beside women and children," and I used to wonder if I really were not worth counting. Since I have grown I sometimes wonder, with a perhaps stronger sense of injustice, if after all, in spite of the new psychologists and educators and the Bible, I am not worth counting. Naturally as becomes a modest person, I do not feel like pressing my own claim to be counted, but I am going to champion the cause of the child which I no longer am.

To make good this claim we must first prove what value the child has *per se*, and not as an embryonic, prospective man. Has the child any absolute value, either to the human race, or as a personality complete in itself.

We all think first of the bright, entertaining and lovable little creatures who amuse their parents and friends and keep the hearts of their elders young, fresh and tender. That sounds well but is a little vague and sentimental. What if we were to ask, are not children the moral teachers of the race?

Says George Eliot, that keen analyzer of human character and life, in speaking of the child, Daniel Deronda.

You could hardly have seen his face thoroughly meeting yours without believing that human creatures had done nobly in times past, and might do more nobly in time to come. The finest childlike faces have this consecrating power, and make us shudder anew at all the grossness and basely-wrought griefs of the world, lest they should enter here and defile.

What did the great Teacher mean when he took the little child and set it in the midst of his ambitious disciples saying, "Except ye be converted and become as little children, ye shall not enter into the kingdom of heaven"? Or again when the disciples would have sent the mothers away with their babes and Christ forbade them, saying: "Suffer little children to come unto me and forbid them not; for of such is the kingdom of heaven." He surely meant that the child possesses the quality essential for a moral man or woman and it seems to me that it is no other than a *belief in the good*.

What a hero worshipper the child is and what a stickler for his moral ideals, primitive tho they may be. What pain the child feels as he recognizes evil as a serious reality.

Who can not imagine the bitterness of a first suspicion that something in this object of complete love was *not* quite right? Children demand that their heroes shall be fleckless, and easily believe them so; perhaps a first discovery to the contrary is hardly a less revolutionary shock to a passionate child than the threatened downfall of habitual beliefs which makes the world seem to totter for us in maturer life. (Eliot.)

There is nothing which may rank with this belief in the good, for it is the childish form of that highest of virtues, charity. There is nothing so much worth striving for as the consciousness that we are worthy of being believed in, and nothing to be so much dreaded as the consciousness of having forfeited this belief. One little maiden, I am told, looks upon me as a sort of deity. How could I be anything but my best self before her, lest I be the one to shake her confidence? Is it not so with you all?

But it is not the moralist alone who points to the child as a leader and model. Havelock Ellis in his book entitled "Man and Woman," while leading up to his statement that women are farther up in the scale of human evolution than men, writes as follows concerning the child:

The human infant presents in an exaggerated form the chief distinctive characters of humanity—the large head and brain, the small face, the hairlessness, the delicate bony system. By some strange confusion of thought we usually ignore this fact and assume that the adult form is more highly developed than the infantile form. From the point of view of adaptation to the environment it is undoubtedly true that the coarse, hairy, large-boned and small-brained gorilla is better fitted to make his way in the world than his delicate offspring, but from a zoological point of view we witness anything but progress. In man, from about the third year onward, further growth—though an absolutely necessary adaptation to the environment is to some extent growth in degeneration and senility. It is not carried to so low a degree in the apes, although by it man is to some extent brought nearer to the apes, and among the higher human races the progress toward senility is less marked than among the lower human races. The child of many African races is scarcely, if at all, less intelligent than the European child, but while the African as he grows up becomes stupid and obtuse, and his whole social life falls into a state of hide-bound routine, the European retains much of his child-like vivacity. And if we turn to what we are accustomed to regard

as the highest human types, as represented in men of **genius**, we shall find a striking approximation to the child types. The average man of genius is short and large brained—the two chief characteristics of the child—and his general facial expression, as well as his temperament, recall the child. “You Greeks are always children”; such was the impression given by the ancient people whom we are taught to regard as the highest type the world has reached. According to the formula of an old mystic, “The reign of the Father gave place to the reign of the Son, which must be succeeded by that of the Holy Ghost.” It might be said that this formula corresponds to a zoölogical verity. The progress of our race has been a progress in youthfulness.

If it is true that childhood represents perfection in a higher degree than the adult and that he is the higher type to which the race is gradually coming, the child has certainly the right to do that which has been often called the highest good of life, the developing of a noble personality. If the child develops a noble personality and performs his part as teacher and leader to the older generation, then his life does have an absolute value as a child's life quite regardless of the fact whether he reaches an adult stage. Every life is successful if at any one time it has reached the most perfect development for that stage of existence.

What are we doing when we refuse this privilege of developing freely one's powers and personality? Among those peoples who assert that lawfully certain individuals have not the right over their own persons, but exist body and soul for some other man, we find an institution called slavery. If we hold that children exist body and soul for the future men and women they are expected to be, are they not slaves? Are they not made to carry the burdens for the future men and women, thereby taxing their strength and vitality and making it impossible for them to develop the true tendencies and impulses of their natures which they must do in order to be the most perfect child? What we wish and what we need are children as perfect as may be in their childishness.

Is there anything in literature more pathetic than the picture of little Paul Dombeý with his armfuls of Greek and Latin grammars and lexicons, whose frail little life was crushed out of him by being made the slavish burden-bearer to the future partner of Dombeý and Son? The child revenged himself, so to speak, by defeating the purpose of his tormentors, and in his own death killed his hated master, *the man he was to have been*. Fathers and mothers

often over-reach themselves in this way, and teachers are their faithful coadjutors in taking away from the little creature the joy of living and growing and in wearying body and soul without compunction.

But even if the child survives and becomes a man, the guardians have often over-reached themselves, because a slavish stunted child seldom makes the freest strongest man. But let that take care of itself. I am not pleading for the child for the sake of the man, but for the man for the sake of the child. Each child has the right to a free and independent manhood or womanhood and he insures this most certainly by being the freest and most perfect child every day of his life.

What is freedom to a child? Much the same that it is to a man—the living according to laws approved by one's self. And children have these laws. As I look back on my childhood it seems to me that my moral susceptibilities were as delicate, my moral struggles as prolonged and severe as since, and that on the whole, the moral ideals of my childhood circle of little friends were as high as those of my older acquaintances whom I have known since. The *great* law of childhood is, faithfulness to one's friends, and the others are like it, obedience to one's elders, and unselfishness toward one's comrades, all of which are founded upon the great trust which the child has in goodness. It is the banishment from Eden when the child learns that his spirit of obedience has been imposed upon and his trust betrayed.

To fail to respect these laws of childhood and to blindly impose upon it the laws which adults have found it necessary to make for their own guidance, is a sin of bigotry and perverseness which tells mightily against the happiness of childhood and the progress of the race. We fancy we are educating the coming generation, but if it is true that "Those who trust us educate us," then we are learners too. And surely the child with his great moral message has an absolute worth entitling him to all rights and privileges of a free and immortal soul with a destiny to fulfill.

THE HERO.*

"O for a knight like Bayard,
 Without reproach or fear;
 My light glove on his casque of steel,
 My love-knot on his spear!

"Oh for the white plume floating
 Sad Zutphen's field above,—
 The lion heart in battle,
 The woman's heart in love!

"O that man once more were manly,
 Woman's pride, and not her scorn;
 That once more the pale young mother
 Dared to boast ' a man is born!'

* * * *

Then I said, my own heart throbbing
 To the time her proud pulse beat,
 "Life hath its regal natures yet,—
 True, tender, brave and sweet!

"Smile not, fair unbeliever!
 One man, at least, I know,
 Who might wear the crest of Bayard
 Or Sidney's plume of snow.

"Once, when over purple mountains
 Died away the Grecian sun,
 And the far Cyllenian ranges
 Paled and darkened, one by one,—

"Fell the Turk, a bolt of thunder,
 Cleaving all the quiet sky,
 And against his sharp steel lightnings
 Stood the Suliote but to die.

*Dr. Samuel Gridley Howe.

"Woe for the weak and halting!
The crescent blazed behind
A curving line of sabres,
Like fire before the wind!

"Last to fly, and first to rally,
Rode he of whom I speak,
When, groaning in his bridle-path,
Sank down a wounded Greek.

"With the rich Albanian costume
Wet with many a ghastly stain,
Gazing on earth and sky as one
Who might not gaze again!

"He looked forward to the mountains,
Back on foes that never spare,
Then flung him from his saddle,
And placed the stranger there.

" 'Allah! hu!' Through flashing sabers,
Through a stormy hail of lead,
The good Thessalian charger
Up the slopes of olives sped.

"Hot spurred the turbaned riders;
He almost felt their breath,
Where a mountain stream rolled darkly down
Between the hills and death.

"One brave and manful struggle,—
He gained the solid land,
And the cover of the mountains,
And the carbines of his band!"

"It was very great and noble,"
Said the moist-eyed listener then,
"But one brave deed makes no hero;
Tell me what he since hath been!"

"Still a brave and generous manhood,
Still an honor without stain,
In the prison of the Kaiser,
By the barricades of Seine.

"But dream not helm and harness
The sign of valor true;
Peace hath higher tests of manhood
Than battle ever knew.

"Wouldst know him now? Behold him,
The Cadmus of the blind,
Giving the dumb lip language,
The idiot clay a mind.

"Walking his round of duty
Serenely day by day,
With the strong man's hand of labor
And childhood's heart of play.

* * * *

"Wherever outraged Nature
Asks word or action brave,
Wherever struggles labor,
Wherever groans a slave,—

"Wherever rise the peoples,
Wherever sinks a throne,
The throbbing heart of Freedom finds
An answer in his own.

"Knight of a better era,
Without reproach or fear!
Said I not well that Bayards
And Sidneys still are here?"

—J. G. WHITTIER.

THE GATE OF ODORS.*

WHO is there that does not remember the old Bible story of Isaac blessing Jacob? There is the pathetic picture of the aged patriarch, palsied and blind, sitting at the door of his Bedouin's tent, waiting for the return of his favorite elder son, whom he has promised to bless. But, while the bold and dashing Esau is absent on his wildwood hunt for the venison his father loves, the mother and the younger son have concocted a plot by which to secure the envied blessing for Jacob. A savory dish is prepared by the skillful Rebekah, and, dressed in Esau's garments, which must have smelled of the woods and fields, with the hairy skin of the kid upon his wrists and neck, the scheming young Arab goes up to sue for his father's blessing. But Isaac is mistrustful. It is yet too early for the hunter's return, he thinks. But the defrauding Jacob insists that he is Esau and offers him the savory dish of steaming kid. The old patriarch still demurs. The hands and the skin may be those of Esau; but the voice, he declares, is Jacob's. Not until he embraces his younger son and distinguishes the peculiar odor of Esau's clothes is he at all satisfied and ready to give Jacob the much-sought for benediction. His sense of sight was gone; he did not place full credence either in his hearing or his touch; but he thought his sense of smell could not deceive him.

When we studied physiology at school and were told that there were five senses, I do not think we gave smell the importance it deserves. For, of all the mystic springs which unlock the wondrous inward world, none act with such swift, secret magic as those of the gate of odors. There stealeth in unobserved some delicate perfume of familiar field flower or garden herb, and straightway, ere one is aware, the soul is afar off in the world of the past, gathering posies among the fields of childhood or culling herbs in the shaded corner of an old garden, to be laid by hands long since cold, in familiar chambers long since tenanted by other owners. "Ah! did you notice that whiff of perfume?" asked a gentleman with whom I was riding in the early summer. "Why, it carried me back twenty years to a certain woodland path where I walked to school in my small boyhood days." It was a warm, aromatic gush from a woody hollow, peculiar and suggestive. If it had been in the wilds of Africa, it would have revived the same memories.

Strange and wonderful, indeed, is the power of smell. With the savage it is perhaps a keener sense than with civilized man, and

*Reprinted from the *Christian Register*.

all animals have it in a strong degree. But even with us the olfactories are a highly sensitive power, susceptible to the slightest fragrant or malodorous smell. There is an Arab proverb, "He who smells the desert once, smells it when he dies;" and dwellers in the wilderness, when in the city, which smells quite different, have sometimes felt as if almost willing to die if they could but smell the desert once more. The truth is that the desert alone, of all things created, does not smell at all; and the Arab's sense of smell finds it infinitely restful to draw in warm, unused air, without odor of any kind. Probably this is what the Arab proverb means.

The patriarch Jacob showed his knowledge of nature when he spoke of "the smell of a field which the Lord hath blessed." Fragrance is everywhere associated with the country. There is a redolence about the fields and woods, an indefinable essence distilled from all trees and grass and grain fields and gardens and watercourses and cool, shady hollows and great breathing mountains, and which is to specific scents what the white light is to separate colors. It is pungent and yet elusive, sometimes dry and warm and aromatic, pervaded by the delicate emanations of leaves and wood and blossoms, sometimes moist and cool like the black mould of a swampy forest, brewed only in the confined still-room of the woods, but, wherever breathed, a tonic better than that prepared by the pharmacist, an aroma sweeter than the ambrosia of fabled Olympus.

These country odors haunt you everywhere, envelop you like the cloud with which Athene surrounded Diomed, act upon your jaded nerves like a steamy gush of frankincense and myrrh. They spring out of ambush from hedges and fences, from ploughed fields and meadows and grassy lawns and flower-gardens, and from old cobwebbed barns where the cows come in from pasture with breath as sweet and clean as the honey-dew on which the fairy queen Titania tipples. Once imbibed, they never leave you. They may be dormant for years, but are sure to suggest themselves sooner or later. I smell today as I write (with the organ of memory) the odor of box and lilacs and peaches and blossoming shrubs and ripe harvest apples from an old-time garden that I frequented when a boy. The garden has been destroyed long since; but the fragrance still lingers, like the gracious memory of a good deed.

Even a farm-house smells differently from a village residence. Its fine old aroma is as if distilled from nectarines that have ripened in the adjoining garden and from apples in the neighboring orchard. The garret has the true *attic* flavor, born of hewn timbers and nut-brown rafters unhidden by daubing plaster and bunches of garden herbs hung there for the winter's using. Yesterday I stopped at an old farm-house among the hills, and by chance I entered the attic. Instantly there swept through the gate of odors a subtle, all-pervading aroma that carried me back years and years to another farm-house garret where I played when a boy. The smell was the same.

and summoned up many an hour of dreamy or sportive idleness, of tumblings and hidings and whispered story-telling and balmy naps while the rain drops chanted benisons upon the moss-shingled roof.

The other day I asked a friend who had visited Europe what it was he brought home from Italy and Spain most enduring in his recollection. And he answered, Not the sunlight nor the moonlight falling on grand old ruins and Moorish fountains, not the Escorial nor St. Peter's, not the Tiber nor the Guadalquivir, not the evening walks along the gardens of the Xenil nor the rose-red waters of the fairy grottoes of Capri, but the smell of the orange groves and the jessamine bowers and the arbored roses that climb like grape-vines in those favored climes. For those who have visited them, Florida and California mean fragrance, as Araby meant perfume and Edom meant odors to the old Jews. Some one who has noticed this subtle characterization of odors has remarked that he always associates the smell of buckwheat with Pennsylvania, of grapes with Ohio, of pine forests with Maine, and of clams with Cape Cod.

Everything has its characteristic odor, even a book. If I were taken suddenly blind, I could distinguish half of the books of my library by the distinct aroma of each volume when its leaves are open. It is subtle and indefinable, but it is unmistakable. The leaves of my Shakespeare carry an odor very different from those of my Emerson or my Spencer, and each is distinct as the rose from the lily. Books that are new do not all smell alike, but have an individuality of odor, so to speak. Some books have a pungent, unpleasant odor; but the larger number are really crisp and fragrant, depending somewhat upon their paper and their binding. These individual smells of books are not matters of a moment, but last for a long time, and are as characteristic as their table of contents.

Visitors to the Chateau Malmaison, near Paris—which, by the way, is soon to be removed to this Western land—tell us that the rooms once used by the Empress Josephine are still fragrant with the odor of musk, of which she was passionately fond. Every nook and corner seems to be permeated by this pungent, enduring perfume; and it seems to one as if the living presence of the beautiful Creole must have just passed through. It is almost startling, this sudden reminder of a dead queen. Nothing else—not the delicate silken curtains, bordered with gold fringe, of her bed-chamber, not the harp with broken strings that hangs in the gallery—are so suggestive of the living woman as this musk odor which the wife of Napoleon loved. It might have been but yesterday, this very day even, that she was in this room, the wife of an emperor. The gate of odors takes us across nearly a century of time by the whiff of a scent of musk.

Let us be thankful that, having a nose, we smell. All have not been similarly blessed. To the poet Wordsworth, to whom such great gifts were given, the gate of odors gave no sign. Harriet

Martineau, who was afflicted in the same manner, says that only **once** in his life was it vouchsafed to him to exercise the sense of **smell**. "He smelled a beanfield, and thought of heaven." What would he have thought of a spray of water lilies? To us, with our keen and delicate fifth sense, the wafted odors of our corrupted Eden should be but prophecies and evangels of a paradise to be regained.

FRED MYRON COLBY.

A PROTEST.

THERESE KAYSER LINDSAY.

My papa was born in Germany
And knew this German talk
That he's a-tryin' to teach to me,
As soon as he could walk.

I don't see any use to learn
Such hard old words as these,
And then they have so many
Great mammoth A B C's!

I'm glad that *I* was not born there,
'Cause then I wouldn't know
What Katy-dids were saying;
And sometimes when I go

To grandma's in the country,
On nights when things are still,
I wouldn't understand at all
The sleepy Whip-poor-will,

Because they all speak English;
And so does dear Bob White—
And don't you think the language
The birds have must be right?

HOW LAURA FOUND "BUNNY COTTON-TAIL."

IDA H. MEACHAM STROBRIDGE.

Did you ever hear of a "bunny"—a tiny, furry, frightened cotton-tail rabbit having a horseback ride? No, I don't believe you ever did, for that is a very funny thing to think of—a wee little gray rabbit with a bit of white cotton for a tail, up on the back of a big bay horse; but if you want to know about it (and I know you do), I will tell you all about how it happened, and how Laura Littlegirl found a new pet.

Her name was really Laura, tho her other name wasn't Littlegirl; but it will do just as well to call her that, for she was a real little girl who lived on a ranch, and who—having no sisters or brothers, or little playmates—used to make friends of all the birds and flowers and animals that were there, just as if they could understand all the things she was always saying to them.

She had oh! so many kinds of pets. But those are stories that I will tell you some other time. Today, I am only going to tell you about how she found "Bunny Cotton-tail"; for that is what she named him almost the very first minute she held the little frightened fellow in her arms.

It happened this way. One day her papa was going to set fire to the short, dry, yellow grass that covered the fields, so that it would burn off and leave the ground bare for the new, green grass to grow, and the way he did was to ride out on his great big white horse, and every once in a while get off of "King" (for that was the big horse's name), and strike a match, and touch it to a thick bunch of the dry grass; then it would blaze up in a great sheet of yellow and red fire that would run across the spots where the dry grass was, almost as fast as a horse could run. And it would burn up so quick that in a very few minutes there was nothing left but the black ashes of the burned grass that the wind would soon blow away.

Little Laura thought it was great fun to go out with her papa when he was going to burn the fields. And as she had a beautiful horse that was all her own, and knew how to ride him, some times her papa used to let her go with him. Her mama was always afraid

to see her little daughter riding out in the fields where the fire was burning; but her papa would say to her:

"Don't be afraid, or get nervous. Our little Laura is always an obedient child, and never disobeys me when I say to her, 'stay there!' or 'don't cross over that place!' I watch her all the time we are out. She is a good girl, and keeps close to my side; and she is a good rider, too, and her pretty horse, 'Faithful,' is both safe and true, and will carry her into no danger. So do not fear, mama dear, for our little girl. I will take good care of her, and we will both be back by and by."

Then he would kiss mama "good-by," and Laura would kiss her too. And they would both wave their hands to her, where she stood in the doorway, watching them as they rode away.

One day, when her papa was burning the fields in this way, and Laura was with him, they came to a place where the river ran thru the ranch, and the banks were lined with willows and wild rose-bushes; and where there were dry sloughs that had tules all around them that had burned away just like the dry grass. When they came to this place they saw that the flames had burned up everything that would catch fire, and that there was no danger of anything hurting Laura if she were left alone just for a moment, and stayed where the black ashes were all around her. So her papa said: "I want to go around the other side of these willows to see if fire is spreading toward the old haystack or the fences. Wait here, just where you are, Laura; don't move till I come back. I won't be gone but a moment."

He had been gone only two or three minutes when Laura saw something dart out of the burning willows over by the river and come running toward the place where she sat quietly in her saddle. It was a frightened little rabbit—a cotton-tail—looking like a ball of gray wool with a tiny ball of white wool tacked on for a tail. A poor, scared little fellow that the fire had driven out of his home in the willows; and he ran wildly about, here and there, not knowing where to go to be safe from the flames that frightened him so. He stopped just in front of "Faithful," who seemed as surprised as Laura was.

"Papa! Papa!" she called, "Oh, papa, come quick!"

Her papa came riding just as fast as "King" could run, and looking very anxious. When he saw Laura was safe he seemed glad.

"What is the matter, my darling?" he asked, "How you frightened me! I thought the fire must have reached you. What is it, Laura?" She pointed to the little rabbit. "See the little bunny, papa! Oh,

catch him for me, won't you? He is so afraid; and he will be burned up if he is left here. He don't know where to go."

So her papa got off of his horse and picked up the little rabbit, who was so afraid of the terrible fire that he forgot to be frightened at the big man. He handed him up to Laura, who put her arms around him and held him tight to her, but without hurting his trembling little body that cuddled close to her, as if he knew that she would be his protector. Laura could feel his frightened little heart go "thump—thump—thump" and she smoothed his soft fur and long ears as she said:

"Oh, papa, he is such a sweet little dear I am going to keep him and call him 'Bunny Cotton-tail'."

When she held him up and kissed him he did not try to get away, but only looked at her with his lovely, wide-open, bright eyes; and he must have wondered who the little girl was who had saved him from the terrible fire, and was now petting him, and trying to soothe him so sweetly.

"Come, Laura, my child," said her father, "we must now go."

And so they started away, and across the fields toward the house. "Bunny Cotton-tail" cuddled in Laura's arm while she and her father loped their horses over the blackened fields to where her mother stood waiting for them on the porch.

"Bunny Cotton-tail" must have thought it was a very strange thing to go so fast over the ground while his own lively legs, that could run as fast as "Faithful's", were tucked away under his warm little body, and he had nothing to do but to nestle against the loving little girl who was carrying him away from all danger.

And that is how a tiny, furry, frightened cotton-tail rabbit came to have a horseback ride; and how Laura Littlegirl found a pet.

She took the best of care of him, and made him a little home in the corner of her mother's garden, where he ate lettuce and ever so many other things he loved to nibble with his little nose wiggling all the while he ate; and there he lived till the grass was coming up all over the fields, and hiding the ground that had been blackened by fire.

Then, when the willows and wild rose bushes were all leafing out, one day Laura came to her mother and said: "I don't think 'Bunny Cotton-tail' is quite happy, mama, even though I do everything for him that I can. It isn't just like his own home and family, you know; and I'm sure he'd like to live over there in the willows by the river

better than to stay here. Maybe his folks have all come back now since the fire, and are there waiting for him, and wondering what has become of their little boy. They must miss him *dreadfully*; just the way you and papa would miss me if somebody took me away. So, mama, I'm going to take him back there again where he can find them, and where he can eat the kind of grasses he likes best, for they are all growing green and sweet there where the old dry grass was burned away."

Her mama thought she was right; so when she had mounted "Faithful" her papa handed "Bunny Cotton-tail" up to her again, and he went with her on "King" over to the place where bunny had been found.

After Laura had kissed him over and over again she handed him down to her papa, who put him on the ground at the edge of a rose thicket. The little fellow sat still a minute, before he commenced nibbling the grass, as if trying to remember the place. Then he began hopping about and eating the juicy green shoots. Suddenly he sat up on his hind legs and listened, while his ears were on end and his big eyes very bright and wide open. He sat just as still as if somebody had said "Hark!" Maybe he heard his mama calling him; at any rate he darted into the thicket just as Laura was turning away and trying to hide from her father the tears that *would* keep falling. And she rode very fast all the way to the house so that she wouldn't change her mind and go back and try to find him. For tho she was crying because she had said good-by to her dear little "Bunny Cotton-tail" she was glad she had given him back to the mama and papa who might be there in the rose thicket waiting for him.

If the oak precede the ash,
We shall have both rain and splash;
If the ash precede the oak,
We shall have both fire and smoke;
If they both come out together
We shall then have lovely weather.

—Old Rhyme.

ANGER AS A MENTAL STIMULUS.

SARA E. WILTSE.

NOT many months since I found myself watching a street fight between two women. They were of a type quite familiar to kindergartners who visit tenements; women with dull eyes, heavy features, and mouths that one can not imagine forming kisses for their babies; women who do not know how to read or sing, nor how to make shapely garments, or take a neat stitch, to say nothing of a fancy one; women who will wash and scrub in saloons and halls from year's end to year's end, not permitting their daughters to help them even in home work, because they have set the daughters apart for future ladies whose hands shall be white and soft.

Such were the women engaged in a fierce hand to hand fight. What the cause of their difference it matters not; we should feel less interest in it than in the women, for no doubt we should think it very foolish. What I wish to emphasize is the change in the appearance of the women under the stimulus of anger. Eyes that were usually dull suddenly flashed and blazed, so that Boadicea herself might have looked thru them upon her Roman foes; the flabby, inexpressive lips curled and showed the canine teeth, and language suddenly became picturesque and the thick tongue voluble.

It is my belief that such rage is good for the mentality of such women. It is our business, of course, to turn this force in right directions, but how many unfortunate women fail of being found by a sympathetic friend who can help them toward self direction! And how hopeless that state which has so descended in the mental scale that no wrath, either just or unjust, stirs the torpid brain.

I will now trace the awakening of a child's feeble mind thru the avenue of a seemingly blind and futile anger.

A child was once brought to my kindergarten, who showed no interest in anybody or anything there except the old apron she wore; this she fingered and regarded intently, finding the thinnest places, thru which she would thrust her finger to give herself a good starting point for tearing the garment from neck to hem. My assistant thought it no use to waste effort upon one so certainly feeble-minded, but I felt sure that her powers were only dormant.

Her mother told me she had been prematurely born and never had played or laughed, although she was three years old. She would drag her feet along if held by the hand, but plainly preferred sitting in her chair and tearing her apron to joining in any of the activities of the kindergarten. She showed no pleasure in eye or face when she found a thin spot in her apron, nor did she manifest displeasure when wearing an apron which afforded no easy tearing point, but continued fingering it in a listless manner as if time were of no consequence.

No game or gift seemed to appeal to her interests, so we devised an occupation for her especial case, giving her cloth to tear. After she had become used to her new surroundings we took her into the ring every morning for a few minutes, having her stand between the teachers, so she should get the needed support of strong hands. The first appearance of an awakening intelligence came at the end of three months, when she was standing thus supported. She had not spoken before, but suddenly with no apparent reason for such an outburst she turned upon me with a snarl, saying "darn fool, darn fool," at the same time kicking and biting me like a little fury. I took her into another room and held her in my arms until she was physically exhausted by her outburst. I think it took an hour, but when it passed she smiled at me and seemed perfectly passive. From this time her frenzies of temper occurred daily, there being no outward cause discoverable.

She said little but the two words with which she began communication with her friends and I grew to know the symptoms of her conversational moods so well that I could often get her away from the children before she made the favorite exclamation. In her second year these attacks were less and less frequent until one day the teacher said, "When has Lena been in a temper?" and I could not give the day it had been so long since.

Because of her peculiar needs we were allowed to keep her in kindergarten three years, and in the last of those years there was not a more helpful child than she. Her doll was brought daily and was tenderly cared for not only in kindergarten but at home, where her mother told me it was undressed every night and carefully dressed each morning. Lena was the child who helped every new comer. It was Lena who would of her own accord lead the youngest children across the street and guard them from accident.

In primary school she kept nearer the head than the foot of her class, and at grammar school she won her teachers' interest by her painstaking efforts. She graduated from grammar school with other girls of her age, besides having taken piano lessons, in the practice of which her instructor reported that she was unusually patient.

She learned bookkeeping, and holds an excellent position in one of the largest business establishments in Boston.

Her mother and some teachers felt alarmed at her awakening, and feared bad results from such an ungoverned temper, but the results have justified my trust in the heaven of it.

Before this goes to press I am asked some pertinent questions, one of which is answerable, and the other quite unanswerable.

How was this crude power guided into channels of love and service?

It may seem like hair splitting, but my thought is that anger is a sort of dynamic force which in such cases as those sighted stirs the blood and quickens the intellect, after which a kind act may be suggested or even required. In kindergarten especially, the opportunities for such diversion of activity are abundant. This child was ready to do something for me or for her playmates after her explosion of temper, and to give her something to do while the impulse was present was my business, my duty, my pleasure. She reached a stage when she wanted to "kiss and make up," a dangerous expedient if left to the kiss and smile alone. Transpose the good will into a good deed, or rather extend it from the good will into the self renouncing act and the child is strengthened.

Would I recommend a deliberate effort to rouse the anger of a dull child?

I never had to do with a dull child whose anger did not rise without effort on my part. One very torpid child came to a storm of anger, because I had to put her down after carrying her half an hour without breaking the rhythm of my step. I carried her many half hours before she showed any response to the rhythm. I should not wish to be understood as advocating a course of treatment which would provoke anger, but one which would recognize anger as a spiritual force to be used as we use physical force in our material world, not by stamping out or smothering, but by studying, guiding and controlling them.

Young girls of fourteen or fifteen have confided to me their anxiety about ungovernable tempers and have been surprised and wonderfully encouraged by seeing it in a new light, for I insist that it is a sign of power, and that they have only to govern it, and turn it from foolish objects, using it as a dynamo for supplies of moral and spiritual force—to find it a help instead of a hindrance in the conquest of individual worlds.

NEWS NOTES

(From the Springville "Breeze.")

We're pleased to state that Mr. Wren
And wife are back, and at the Eaves.

The Robbins occupy again
Their summer home at Maple Leaves.

The Gardens restaurant reports
A fresh supply of angleworms.

The Elms—that fav'rite of resorts—
Has boughs to rent on easy terms.

We learn that Mrs. Early Bee
Is still quite lame with frosted wings.

Ye Editor thanks Cherry Tree
For sundry floral offerings.

Down Cistern-way a water-spout
Has been a source of active floods.

We hear of rumored comings out
Of some of Springville's choicest buds.

In case you run across Green Lawn,
Don't wonder why he looks so queer.

'Tis only that he's undergone
His first short hair-cut of the year.

—*Edwin L. Sabin in St. Nicholas.*

DID YOU EVER HEAR AN ENGLISH SPARROW SING?

What, an English sparrow sing!

Insignificant brown thing,

So common and so bold, 'twill surely bring

Tears of laughter to the eyes

Of the superficial wise,

To suggest that that small immigrant could sing.

'Twas the bleakest wintry day—

Earth, sky, water, all were gray—

Of the Universe old Boreas seemed king,

Sweeping wild across the lake.

But his empire was at stake

When that little English sparrow dared to sing.

Not a friend on earth had I;

No horizon to my sky,

No faith that there could be another spring.

Cold the world as that gray wall

Of the Auditorium tall,

Where—I heard that little English sparrow sing!

On the shelving of one stone

He was cuddling all alone.

Oh! the little feet knew bravely how to cling.

As from out the tuneful throat

Came the sweetest, springlike note,

And I truly heard an English sparrow sing.

You may talk for all your days

In the thrush and bluebird's praise,

And all your other harbingers of spring.

But I've never heard a song

Whose echoes I'd prolong,

Like that I heard that English sparrow sing.

Oh, my heart's a phonograph

That will register each laugh,

And all happy sounds that from the joy-bells ring.

So if dreary days should come,

In my hour of darkest gloom

I know I'll hear that English sparrow sing.

Easter, 1904.

BERTHA JOHNSTON.

WHAT SOME SUPERINTENDENTS SAY CONCERNING THE VALUE OF THE KINDERGARTEN.*

Mr. James L. Hughes, inspector of schools in Toronto, Canada, at a meeting of The National Educational Association, said:

"The kindergarten should not be an appendage to the public school system for a favored part of the school population. It should be a part of the school system; its foundation its initial stage in which all children should remain for a period, the length of which should be decided in each individual case by the heredity, the history, the temperament, the mental activity and the nervous system of each child.

"No other system so effectively bridges over the chasm between the home and the school by a union of the conscious concentration of the school with the freedom of the home.

"No other system lays so broad and true a basis for independent or assisted growth.

"No other system promotes the physical health of children so fully by providing attractive material and interesting plans for happy self-activity and soul-satisfying self-expression.

"No other system lays so broad a foundation, cultivates the social instincts so thoroly and widens individuality into organized co-operation so effectively as the kindergarten.

"Therefore every child is entitled to its advantages. Both justice and wisdom demand that the public schools shall include the kindergarten as one of its agencies in the education of the whole people."

Mr. F. Louis Soldan, who for over forty years has been connected with the schools of St. Louis, in his annual report as superintendent says:

"The present investigation as far as it goes bears out the idea that kindergarten equips the child well for more rapid progress in the grades. There are a number of schools in our city to which no kindergarten is attached, and for this reason comparison is possible. In the schools without kindergartens, children are admitted at the age of six, into the primary grades in the other schools at seven. In the first mentioned schools the children begin school work one year earlier than in the latter, and they might therefore be supposed to keep one year in advance of the others that begin the study of reading and writing one year later. Statistics show, however, that by the time the children reach the fifth grade there is no material difference in the children of the two classes of schools.

*Read by Eveline A. Waldo of New Orleans, La., at the meeting of the State Public School Association.

twelve years and eight months and twelve years and nine months respectively. While in the higher grades the average age of the children that presumably had kindergarten education is somewhat lower than that of classes in schools that offer no kindergarten training."

In other words, the statistics show that the kindergarten children do the work in a year and four months less than the children who have no training. Mr. Soldan also states elsewhere in his report that the majority of children in the high school are those who have had kindergarten training. Thus we see that the kindergarten is a help in solving the problem of how to keep the children in the higher grades.

From Milwaukee comes the following endorsement:

"We believe thoroly in the kindergarten as the foundation of our educational structure, as is evidenced by the fact that we have forty-nine kindergartens in Milwaukee in which ninety-eight teachers are employed. We have a Froebel Union, whose members meet every month and discuss methods of instruction on the various lines taken up in the kindergarten work.

"For a school system in which the minimum legal school age is four years, a kindergarten system is absolutely essential, since a child under six years of age should not be compelled to sit behind a desk for five hours and engage in the arduous labor of attempting to master the three R's.

"The child has a three fold nature, and the head, hand and heart should be recognized in the educational process. Intelligently directed play gives abundant opportunity for the cultivation of right habits of thinking, feeling and doing. Hence the play repertoire of the kindergarten includes the forms of play that will quicken observation and thought, those that occupy the hands in translating the ideas gained into visible form, and those that will unite the individuals into a social whole by the bonds of sympathy and co-operation.

"As a preparation for the work of the grades, the kindergarten familiarizes the child with school ways: it forms the habits of punctual and regular attendance; it accustoms him to continual and orderly activity, and cultivates his powers of observation and expression.

"Wishing you success in your field of labor, I am

"Yours very truly,

ALBERT E. RIEGEL, Asst. Supt."

From New Orleans comes this statement:

"The kindergarten has long since demonstrated its usefulness. It is no longer in the experimental stage and its place in the school system is assured. It is the experience of the primary teacher that the kindergarten trained children are quicker to respond in every

way, and advance more rapidly than children who have never attended kindergarten.

"One of the most decided advantages to be stated in favor of the kindergarten being made part of the public school system is the fact that the average school life of the child does not extend beyond the first five years in the public schools, so that it is necessary to give him as much training as possible in these few years. The kindergarten would add two years to his school life, and while it does not give the child any definite instruction in the ordinary school studies, yet the organized play and symbolic teaching of the kindergarten prepares him, as no other teaching could for the work of later years.

WARREN EASTON,

"Superintendent of Public Schools."

Superintendent H. D. Hervey, of the Pawtucket, R. I., schools, says:

"The more I have studied the principles underlying the kindergarten and the more I have observed the practical results of the kindergarten as they have been wrought out in the lives of the children in the school system and in the community at large, the more thoroly have I become convinced of its value. No argument should be necessary at this date among the school authorities to prove the right of the kindergarten to hold an honorable place in our system of public education. Two facts seem to stand out very clearly: first, that kindergarten training does prepare a child for the work of the first grade; and second, that the average child under six years is not yet ready to enter upon the work of the primary school and to pursue the work to advantage."

Superintendent Maxwell, of Greater New York, said:

"The kindergarten has long since passed its experimental stage. It has demonstrated its usefulness. Argument is no longer needed to show the wisdom of its founders. Educators are agreed that the proper school for children under six years of age is the kindergarten."

The word of God—the truth, the reason, the wisdom, by which men and angels live—abideth forever. That word is in the ancient books; it is in the modern mind; it is hidden in our hearts; it is old as eternity; it is young as the morning.—*Charles G. Ames.*

Those who follow that part of themselves which is great are great men, and those who follow that which is little are little men.—*Mencius.*

MEMORIAL DAY AND COLLEGE ATHLETICS.

ALL hearts turn first to the fathers of the republic. Their venerable forms rise before us in the procession of successive generations. They come from the frozen rock of Plymouth, from the wasted bands of Raleigh, from the heavenly companionship of Penn, from the anxious councils of the Revolution—from all those fields of sacrifice, where, in obedience to the spirit of their age, they sealed their devotion to duty with their blood. They say to us, their children, "Cease to vaunt what you do, and what has been done for you. Learn to walk meekly and to think humbly. Cultivate habits of self-sacrifice. Never aim at what is not right, persuaded that without this every possession and all knowledge will become an evil and a shame. And may these words of ours be ever in your minds! Strive to increase the inheritance we have bequeathed to you, bearing in mind always, that if we excel you in virtue, such a victory will be to us a mortification, while defeat will bring happiness. In this way you may conquer us. Nothing is more shameful for a man than a claim to esteem, not on his own merits, but on the fame of his ancestors. The glory of the fathers is doubtless to their children a most precious treasure; but to enjoy it without transmission to the next generation, and without addition, is the extreme of ignominy. Following these councils when your days on earth are finished you will come to join us and we shall receive you as friend receives friend; but if you neglect our words expect no happy greeting from us."*

In a number of the *Journal of Education* last year the editor referred to the prevailing desecration of Memorial Day and then asked what the veterans of the civil war think about it. In a letter published in the *Wisconsin Journal of Education* H. W. Rood writes from Madison as follows:

The matter was brought before the late encampment at Chippewa Falls of the Wisconsin Department, Grand Army of the Republic, and pretty thoroly discussed in the meetings among the members in conversation. In his address Commander T. H. Agen gave considerable attention to the subject. He greatly deplored the grow-

*From Charles Sumner's oration on the "True Grandeur of Nations." Borrowed almost literally from the words attributed by Plato to the Fathers of Athens, in the beautiful funeral discourse of the Menexenus.

ing tendency to devote the day to games and general hilarity. He mentioned in particular the fact that representatives from many high schools in the State met on Memorial Day this year at historic old Camp Randall, nominally as guests of the State University, where so many of the boys of '61 took their first lessons in soldiering, to hold their annual athletic contest.

Resolutions of protest against thus turning Memorial Day into a gala day had been unanimously passed by Lucius Fairchild Post No. 11, of Madison. These resolutions were sent to Chippewa Falls with the request that some such action be taken by the encampment there. The committee on resolutions was instructed to present a statement expressive of the sentiments of the G. A. R. men concerning the matter. The following is a copy of the resolutions reported and unanimously adopted:

Resolved, That we, Members of the Wisconsin Department Grand Army of the Republic, assembled in Annual Encampment for 1903, do deeply deplore the growing tendency in the young and rising generation to devote Memorial day to games and amusements that tend to detract attention from the purpose for which the day has been set apart and consecrated—the solemn and impressive ceremonies of strewing with flowers the resting places of our dead comrades, eulogizing their heroic deeds and teaching the young lessons of patriotism.

Resolved, That the board of managers of the high school athletic association of our State be urged to put the date of their annual contests on some other week than that in which Memorial Day comes in order that their meeting may never occur on that day.

The above resolutions answer the question plainly so far as the great body of old soldiers is concerned. I may here add an opinion of my own, yet I think all my comrades will agree with me. I do not so much regret that a few boys here or there play ball or run races on Memorial Day as I do that the educational forces of our State, the high schools and the university—institutions supported and fostered by the State—unite in a public desecration of the day set apart by the State for the special purpose of honoring the memory of the men who nobly died in the service of the State. It is an inconsistent thing to do. It is more than inconsistent. What comes to young people in their education seems to them correct and it gets into their character. If the high schools and university lead off in this desecration of the day sacred to the memory of those splendid young fellows who forty years ago counted their lives as nothing that they might save their country and its free institutions for those who should live after them, the students of those schools are apt to be educated into the feeling that pleasure is more profitable than patriotism. No boy who comes to the age of manhood indifferent to the cost in rich, warm blood of our present free, united country, with all the liberty and glorious opportunities it offers him, has in him the stuff out of which republics are made. Those who remember well the days of war can recall various persons who were indifferent then concerning the great principles for which the very flower of our

young manhood gave their lives, and can never forget the general contempt felt for everybody of that kind. It was only in spite of such as they that our country was saved. We who had part in that fearful struggle had then and now have a much higher regard for the brave man in arms against us than for him who was cowardly, languidly or intellectually indifferent to the vital issues at stake.

And now it is most natural for us to fear indifference concerning fundamental principles and the sacred memory of our heroic dead. Hundreds of thousands of bright young men of exalted ideals died to establish these principles of righteousness, and we old veterans wish most of all that both young men and women may in these days *live* for those same principles. Because of the reverence we feel for the memory of our young comrades in the war, and the love we bear for the beloved country for which they died, we wish that every man, woman and child possible would help make Memorial Day a sacred day—sacred to that for which it is set apart. We wish that our schools would make it a day for practical and impressive lessons of country-love. We wish that never again will our high schools and university make it a day for public games and contests and thus educate our boys and girls into an indifference toward the heroic self-sacrifice of our civil war and all it gained for us.

H. W. Rood.

Madison, June 12, 1903.

Jenkin Lloyd Jones, of Chicago, is another veteran of the civil war who has devoted the years since that momentous conflict to patriotic service no less heroic if less conspicuous. He, too, in common with other thoughtful citizens, deprecates this sacriligious use of a day set deliberately apart by a grateful people to sacred memories of their dead. As he well said last year, no true man will deliberately dance upon the grave of his mother. In common with many other pastors, Mr. Jones dedicates his sermon of the Sunday nearest to Memorial Day to a memorial address making high demands upon the patriotic spirit of the youth of to-day.

Two solutions of the present problem have occurred to us. One, the transfer of Memorial Day from the permanent 30th of May to a changeable date falling on the last Sunday of the month. Instead of a week-day holiday let the schools for the preceding week lead up by fitting studies to an enthusiastic, appreciative feeling that will prepare for the appropriate words of the minister on Sunday and the appropriate visit to the cemetery and other suitable exercises conducted by eminent patriots.

Or would it be possible to turn the present athletic craze or craving into legitimate channels and fitting expression by transforming the athletic games into a kind of Memorial Day celebration of a semi-religious character, like that of the Olympian games of old: games in which not only a few professional champions may engage, but for which all students at high school and college are to *train*, if not to take part, and with a prize, not of money, but of a simple symbolic offering of no intrinsic value; in short, what more fitting than the laurel wreath with all its high, ennobling associations? Someone has recently said that an athletic game in which eleven men engaged and 11,000 looked on was rather one-sided physical development for the 11,000. Cecil Rhodes made a certain proficiency in athletics incumbent upon the candidates for his scholarships. In all departments of life, whether as physician, engineer, teacher, laborer, our country needs sons "whose bodies are the ready servants of their will and do with ease and pleasure all the work which as a mechanism they are capable of." Is it possible to lift athletics into the realm of indirect, general training for patriotic service in all those fields into which an American may be called?

But if the college youth must have their games, willy-nilly, let us at least insist that they shall have them on a day other than that set apart for remembering those thru whose sacrifices we are what we are today. One day of self-restraint is surely not too much to ask of the heirs of all the ages.

B. J.

THE MEN OF OLD.

So then was life a simple art

Of duties to be done,

A game where each man took his part,

A race where all must run;

A battle whose great scheme and scope

They little cared to know,

Content, as men at arms, to cope

Each with his fronting foe.

Man *now* his virtue's diadem

Puts on and proudly wears,

Great thoughts, great feelings, came to them,

Like instincts, unawares;

Blending their soul's sublimest needs

With tasks of every day.

They went about their gravest deeds,

As noble boys at play.

—Lord Houghton.

A TWENTIETH CENTURY ROUND TABLE.

A department open to the informal discussion of question of importance to all practically interested in the nature of children, whether as kindergartner, parent, grade teacher, or Sunday-school teacher.

HOW TO PREVENT NERVOUSNESS IN CHILDREN.

For preventing nervousness in the child or removing that already present, nothing is so effective as the toughening of the body and the mind. The frequency with which I hear from a nervous patient that she "was never strong," "he was a delicate child," "she was always sickly," is truly startling. A child who is made to have hard muscles, strong lungs, and a vigorous digestion, who can bear changes of temperature and endure pain, is already a long ways from nervousness. More important still is toughness of the psychic fibre. The child who can support disappointment, who can be crossed without a tantrum, and who habitually obeys, is building a bulwark against "nerves;" and the one who is not easily frightened, has self-control and a budding courage, has nipped half a dozen neuroses in the bud. But to procure this toughness, be it understood, a certain exposure to bodily discomfort and mental hardship is necessary. Many a father whose rugged rearing has given him a robust frame and a sturdy nervous system takes infinite pains and pleasure in denying his sons the very training that made a man of him. His unwise love strangles in infancy whatever of sterling qualities he may have transmitted to them.

Two capital errors in the training of children frequently come to my notice,—errors that prepare the little unfortunate for later nervousness or fairly drive him into it. They are first, leading the child into pleasures and duties beyond his years; second magnifying his importance in the family and society. It is quite as dangerous to give to children the pleasures of adults as to require of them the labors of the mature. That there is a physical basis for all intellectual processes seems sometimes to be forgotten. Successive groups of brain cells and fibres come into existence with the successive years; and before the birth of these tissues certain psychic functions may not naturally exist. To force mature functions from an immature organism is to violate the virginity of nature,—a crime daily committed in the home and in the school, to be expiated in the sick-room, sanatorium, or asylum. In the beginning the fault generally lies in a

mixture of vanity and ignorance on the part of parents. They wish their children to excel in attainment, and they like to see them indulging in all the pleasures and excitements of our complex social existence. Later the young person so brought up whips himself on to ruin.

As regards the second error just mentioned, it has seemed to me that, if deliberately planned and scrupulously executed, the bringing up of some children could not better promote what I venture to call centripetal development,—development centering in self. The child is not only made to be, but is made to know that he is, the focus of all domestic doings, the hub of the family wheel. Every sensation, perception, conception, and emotion, is an event. The unlucky youngster develops with a distorted view of the relation of things. He sees enormously enlarged images of his tastes, his clothes, his pains, his likes, his aversions, and his talents. These proportions do not fit the facts of existence, and the unfortunate individual is as sure to be caught in some form of nervousness as is one to go astray in a labyrinth of grotesque mirrors.

I must note one more point on prophylaxis of the neuroses in children. In one form or another fear enters into the make-up of nearly every sort of nervousness. It paralyzes judgment, ambition, and the higher emotions. Childhood should be absolutely fearless,—fearless for self and for the future. That the young should have no fear of man or God, no thought for the morrow, is natural and proper. It is natural and wholesome that the child should have no regard for his organs, no knowledge of hygienic rules, no conception of the significance of pain. When the parent makes the child a party to his apprehensions, confides his prescience of ills, and communicates the ominous augury of bodily symptoms, he is assiduously rearing a little hypochondriac who will live to condemn the parent who made him a burden to himself and a curse to others. Fear of the dark, of thunder and lightning, of animals, burglars, accidents, spirits, devils, and death, is born of parental foolishness, and is always potentially the seed of later nervousness.—*Hugh T. Patrick in Exchange.*



The National Municipal League has appointed a Committee on Instruction in Municipal Government in American Educational Institutions with City Superintendent William H. Maxwell, of New

York City, as Chairman. This is a continuation of the League's effort to devise practical methods for giving needed instruction in city affairs. A similar committee with President Drown, of Lehigh University, did a most substantial piece of work for instruction in colleges and now this committee will take up the question of giving the children in the high and elementary schools needed instruction on municipal questions. The chairman, Dr. Maxwell, is perhaps the foremost city superintendent in the country at the present time and has had wide experience in educational matters. He has taken hold of the work with his characteristic vigor and important results may be expected. In speaking of the work of the committee, Chairman Maxwell said:

"It is admitted so generally that children in the schools should be taught something about the government of the city in which they live, that the statement practically is a truism. Unfortunately, however, like many of these patriotic generalities, to the effect that love of country should be inculcated in the young, this truism also is couched in most abstract terms. Little or nothing is said as to practical ways and means of teaching these things. It is just here that the Committee thinks its work begins. It must take these patriotic utterances and civic truisms and make from them practical suggestive courses of study for the use of teachers, the benefit of the children, and the advantage of the municipality. The committee hopes to be able to say to the teacher, 'Teach the child this thing and that thing and another thing about the city, and preferably in this way which is judged to be the best to make an interested and worthy junior citizen.' This, I think, will be a welcome substitute for the glittering generalities ordinarily promulgated for the guidance of instructors."

"It is not the intention of the Committee, however, to predicate that excellent instruction along this line is not given in any city. In fact, in many places the schools doubtless are doing fairly adequate work in this direction. One of the first actions of the committee, therefore, will be to collect information with regard to instruction in these branches in all of the more important cities. A questionnaire covering the major points of investigation will be prepared and sent to school officers. Their answers to the questions then will be collated and digested. In this way the committee hopes to be able to give to every school system whatever is best in the experience of many cities."

The committee is composed of the following: Superintendent Maxwell, Chairman; Dr. James J. Sheppard, principal New York High School of Commerce; President Thomas M. Drown, Lehigh University; President John H. Finley, College of the City of New York; Clinton Rogers Woodruff, Secretary of the National Municipal League; Franklin Spencer Edmonds, Central High School, Philadelphia; Prof. John A. Fairlie, University of Michigan; B. F. Buck, Lake View High School, Chicago; George H. Martin, Board of Supervisors, Boston, Mass.; Jesse B. Davis, Central High School, Detroit, Mich.; James B. Reynolds, Secretary to Mayor Low; Aaron Gove, Superintendent of Schools, Denver, Col.; James H. Van Sickle, Superintendent of Schools, Baltimore, Md.; Richard G. Boone, Superintendent of Schools, Cincinnati, O.; Charles C. Burlingham, New York; Prof. Frank J. Goodnow, Columbia University; Charles McMurry, DeKalb, Ill.; Oliver P. Cornman, Ph. D., N. E. Grammar School, Philadelphia, Pa., and Frederic L. Luqueer, principal Public School 126, Borough of Brooklyn; Elmer E. Brown, University of California; Dr. Albert Shaw, *The American Review of Reviews*; Rev. Dr. Thomas R. Slicer, New York City; Prof. Albert Bushnell Hart, Harvard University; E. V. Robinson, principal St. Paul (Minn.) Central High School; Henry W. Thurston, Chicago Normal School.

A meeting for organization was held in New York on last Decoration Day and a second meeting was held in Boston in connection with the session of the National Education Association. Both were largely attended and resulted in outlining a comprehensive scheme of preliminary inquiry as preparatory to the formulation of courses of studies for elementary and high schools.

CHILDREN AND THE SABBATH.

Sunday afternoon with the little ones is the time when mother can have some of her happiest hours with her children.

By all means try to make the Sabbath unlike, but better than the rest of the week. As far as possible, put on the table the favorite desserts and dishes. Have them prepared Saturday, but do not let the little people know what you are going to have beforehand. The novelty of a surprise adds to the delight. Make each child's favorite dish in turn. Add a Sunday treat in the way of fruits, nuts and candies. Then on Sunday bring out the best china—it need make no extra work—mama's best dishes have the virtue of

adding dignity to the child's demeanor, and they will at least have nobler thoughts for the trouble.

It is a good plan to have a box in which to keep some specially prized toys, set apart for Sunday, a Sunday box. Each Sunday they will be new to them again. Good toys for this purpose are blocks, dissected maps and Bible pictures; picture books, a much-loved doll, scrap books, drawing slates. Bible sewing cards, which have pictures outlined on them, taken principally from the history of the Jews, or old Testament scenes, may be pricked ready for sewing while mother reads the stories connected with them. Select quiet games or toys different from the week-day ones, so the children may early learn that Sunday is different from other days, and not for the rough play of the week. An especially interesting and instructive thing to have is a sand board, provided you have a place to keep it; put blocks where the cities should be; make the hills of sand.

Let mother play and the children sing some of the pretty children's sacred songs; there are many pretty kindergarten ones accompanied with gestures.

After the "nightie" is on I fancy as mother tucks each birdling in its nest and gives each a good-night kiss, she will then say, "When will Sunday come again, mama? I wish tomorrow was Sunday. Why did God make Sundays so far apart?"—*The American Mother*.

ADVANTAGES OFFERED BY CHAUTAUQUA TO KINDERGARTNERS AND PARENTS.

Chautauqua stands for democracy, and one where even the three-year-olds are of the *demos*. Amid the diversity of summer interests, the stress of living and the consequent over-stimulation, it is well for the little ones that in kindergarten they may gather themselves in one central interest and grow by means of the simple but progressive thought and activity of the child community.

The troop of about fifty came last summer from north, south, east and west, yet thanks to the solidarity of the race had the typical child's interests and needed but the skilful kindergartner to select those which would bind and unify. Of course even the children imbibed the studious atmosphere like the boy who talked of his kinder-

garten "course." A figure upon a pile of picture blocks he named "Professor Zeublin on the Will" and thought it a clever joke.

The kindergarten building is in the center of the village but with a grove at the rear, an ideal situation, so near the heart of trade-life and of nature. Every pleasant day an excursion was made by a part or all of the kindergarten perhaps to a farm, a first visit for some of the children, or to the lake to paint its picture or sail the boats they had made. The sand pile in the backyard was the stage for many a shifting scene.

Within the room is attractive with its high windows, the sunshine and flowers. The many pictures of Fitzroy, Monvel, Perkins and others called forth the most comment, unless it be the exhibit of children's work from Chicago and that of the students of the Chicago Kindergarten Institute, both rich with suggestion.

A class for graduate kindergartners was held in the afternoon. These students, with other visitors, observed the morning work done by Mrs. Mary Boomer Page and her five assistants. The intercourse between the women from many different training schools was helpful indeed, and under the skillful leadership of Mrs. Page they soon felt free to work out their problems together.

A non-professional class has been a new factor the last few years. It gives mother and teacher an outlook into Froebellian principles and practice while aiding other women to prepare for a regular kindergarten course later.

Parents' meetings were frequently held on Saturday mornings with an address usually by some noted thinker upon child-study or kindred lines. Not less valuable are the informal conferences held daily by Miss Mary L. Butler in the office.

A center like Chautauqua does much in campaign work. Not till the end of the season was it known that one man who entered his little boy was a school superintendent who wished to observe the effect upon his child before putting the department in his own school. His decision was strongly in favor of the kindergarten.

Seven weeks is a short period in the life of an adult and when one sees the wholesome development accomplished by a little child in that time, he can only say, "God bless their pure, open hearts, every one."

V. C.

MOTHERS' CLASSES—A COURSE OF STUDY.

Perhaps the most hopeful star in the educational world today is the star of motherhood.

Mothers are everywhere becoming more and more enlightened as to their own relation to the child and to the school. Only a few years ago mothers had very little knowledge of the schools and educational systems and methods. Today parents' associations are forming in connection with public and private schools everywhere, from the elementary and secondary departments of the university to the public and private schools; and even Sunday schools have their mothers' clubs. These are studying child nature, principles and methods in education, and thus coming to know the needs of the children and how to meet them. In this way the home co-operates with the school in many ways.

Public school buildings are being opened to the needs of the parents as well as to the teachers and children. There is no reason why classes for parents should not be conducted in them with competent leaders to instruct them in the things most important to know.

Below is given the outline of a course of study which has been pursued by two different classes this winter with excellent results. One class consisted of mothers who live in fine homes and are surrounded by the comforts of life; while the other has members who are doing their own work besides laundry work, sewing and other work, for money to pay for their bread, taking care of a half dozen little ones besides. Some of them were obliged to bring one or two children to the class when they came. The course is adaptable to all mothers, providing the leader is able to adapt it.

At the close of a ten weeks' course with the latter class an "experience meeting" was held and the reports were surprising, inasmuch as they showed how well these women take hold of and comprehend these vital questions. Such study can not fail to bring about a closer union between the child and the mother—the home and the school.

The lessons are very practical—as several little incidents show. In one lesson the leader advised all mothers as a duty to themselves to take from five to ten minutes once or twice each day for *rest*, absolute rest, lying down and if possible sleeping for that length of time. At the experience meeting several said they had tried that rest and found it good. They could do more work and feel

better than without it. One said that she had to bring a couch from her cold front room where she only had a fire once a week, and place it in her kitchen where she could look after the children too. But she did it and was well repaid. Her husband, too, rested on the couch when he came home tired. She said he told her she was "better looking" than she was before she had made a habit of resting. Many testimonials proved the help such study is to the mothers.

The outline will be adapted to a class of young women from fourteen to twenty who are about to organize for study.

These and many other similar movements are good signs for the improvement of the race of man.

The outline is as follows:

SYLLABUS.

Introductory. The Mother's Problem—Her duty to herself, to her husband, to her children, her neighbor, her city, her country, to the world and to God.

The Home Institution—Its origin, and development, its influence upon the individual; upon society and civilization; the ideal home, the mother, the father, the child.

Child Study—Heredity and environment; human development begins at birth; preparation for the child, physical care, clothing, food, passive education.

Meaning of Play—Physical exercise, self-discovery, play with the limbs, indefinite feeling made definite knowledge; law of development through use; free play is self expression, co-operation by removing limitations, suppression versus freedom.

Self Reliance—Gained by experience; by falling the child learns to use his strength; through conscious effort he gains self-confidence. discovers his powers and develops individuality; vicarious experience.

Unseen Forces of Nature—Law of recognition, value of it, instinct of limitation, religious out-reaching, key to the spiritual world, love of mystery, law of cause and effect.

Law of Continuity—Change, nothing is ever lost, immortality. life a procession, always becoming, nothing exists unrelatedly.

Value of Time—Time is a part of eternity. flight of time, appreciation of the passing, order, rhythmic motion, relation of time and number, value of time schedules.

Interdependence—Human relationships, unity of life, work for a purpose, each for all and all for each.

Use and Cultivation of the Senses—Taste, smell, hearing, seeing, feeling, use, disuse, over use, value of keen senses, sense training, importance of proper care.

Nature Study—Study of minerals, vegetable and animal forms, uses, values, inter-relations, history, relation to man.

Value of Toys—Kinds: simple, complex, constructive, educative; mechanical toys, universal toys.

Value of Hand Work—Constructive work, manual training, domestic work, creative work, intellectual and moral value.

Place of Art—Plastic materials, color, form, copying, harmony, creative art, study of pictures, etc., primitive art, elements of art.

Value of Stories and Books—Uses, need, literary form, legend, myth, fairy tales, fables, biography, history, poetry and folk lore.

Music in the Home—Lullabies, folk songs, action songs, good music, what is it, importance of music in the school, study of music, time to study music.

Ethics of Child Government—Wrong doing, motive, punishment, arbitrary, impersonal, retribution, object of punishment, relation of ideals to conduct, causes of crime or wrong doing.

The Child a Questioner—Asks for his origin, the how of it and what is God? When and how shall we answer him?

The Kindergarten—Its relation to the home and to the school, wherein lies its value, when should the child enter?

Social Life of the Child—How much is needed to secure the right development? How much freedom for boys, for girls? Forms, ceremonies and dress.

Religious Training—When should it begin? How to awaken reverence in the child, religious freedom.

Adolescence—Boy, special needs; girl, special needs; social relations in youth, secret societies, fraternities, over-work, preparation for school and for life.

High School—Curriculum, teachers, relation of the home to the school; mother and teacher, essential qualities in each; the school as a social center; amusements, influence of habit.

College and University Life—Individuality, segregation, social life, relation of students to teachers or professors. Influence the one upon the other, in character building.

Choosing a Profession or Business—Causes of failures in life work; adaptation to profession, business or trades; value of ideals.

This course of lessons starts with the mother's problems in the home, and follows a logical sequence, the aim being to make it of practical value to all mothers. The best authority is consulted on all topics and specialists will be heard from time to time. Carefully classified lists of stories, books and songs for the home are furnished to members. Good pictures or copies are secured for inspection and study. Toys and occupation materials for use in the home are suggested and discussed.

Consultations and Round Table discussions follow each lesson.

Four terms of ten lessons each complete the course.

(MRS.) OLIVE E. WESTON, Leader.

**SEVENTH ANNUAL CONFERENCE OF THE NATIONAL CONGRESS
OF MOTHERS AND FIFTH ANNUAL MEETING OF THE ILLI-
NOIS CONGRESS OF MOTHERS, CHICAGO, MAY 11, 12, 13, 14, 1904.**

Wednesday, May 11, 7:45 p. m.—Fullerton Hall, Art Institute.

Invocation—Dr. Frank Gunsaulus.

Soprano Solo—Miss Greta Masson.

Greetings—Gov. Richard Yates; Mayor Carter Harrison; Supt. E. G. Cooley; Mrs. Charles Henrotin; Mrs. W. S. Hefferan.

Response—Mrs. Frederic Schoff, President National Congress of Mothers.

Address—Prof. Edward Howard Griggs, "Principles of Government in the Home and School."

Thursday Morning, 10 o'clock—Chicago Woman's Club, 9th floor, Fine Arts Building.

Reports of Officers and Committees.

Review of Conditions of Defective, Dependent and Delinquent Children.

Conference led by Mr. Hastings Hart.

Thursday Afternoon, 2 o'clock—Chicago Woman's Club, 9th floor, Fine Arts Building.

Soprano Solo—Mrs. Sanger Steel.

Conference on Moral and Religious Education.

Address—"Public Education and Morality." Miss Margaret Evans.

Address—"The Bible in the Schools." Prof. George A. Coe.

Address—"Mothers' Mistakes." Mrs. Theodore Birney.

4:30—Reception to National Congress.

Thursday Evening, 8 o'clock—Fullerton Hall, Art Institute.

Invocation.

Children's Chorus led by Prof. William L. Tomlins.

President's Address—Mrs. Frederic Schoff.

Conference on "Menaces to Sanctity of the Home."

Address—Uniform Divorce Laws. Mr. F. A. Lewis, of Philadelphia.

Discussion by Eminent Divines and Jurists.

Friday Morning, 10 o'clock—Chicago Woman's Club, 9th floor, Fine Arts Building.

Conference of State Presidents on "The Child: What the Congress Is Doing for Him in Home, School and State."

Address—"The Working Child." Mrs. Florence Kelley.

Address—"Music in Education." Prof. Wm. L. Tomlins.

Friday Afternoon, 2 o'clock—Chicago Woman's Club, 9th floor, Fine Arts Building.

Annual Meeting of Illinois Congress of Mothers.

Reports of Committees.

Reports of Delegates.

Election of Officers.

Friday Evening, 8 o'clock—Fullerton Hall, Art Institute.

Invocation.

Chorus—Boy Choir of Grace Episcopal Church. Harrison Wild, Director.

Address—"Why There is a Boy Problem." Hon. Benj. B. Lindsey, of Denver.

Discussion—Mr. Amos Butler, Indiana State Board of Charities; Miss Mary McDowell, Mrs. Martha Falconer.

Saturday Morning, 9:30 o'clock—Mandel Hall, University of Chicago.

Invocation—Dr. Charles R. Henderson.

Music—Girls' Glee Club, University of Chicago.

Greeting.

Address—Supt. James L. Hughes, of Toronto. "Education for the Art of Life."

Discussion—Hon. Alfred Bayliss, State Superintendent of Schools; Mrs. E. R. Weeks, President Missouri Congress of Mothers; Mrs. E. C. Grice, President New Jersey Congress of Mothers.

1:30 p. m.—Luncheon at Hotel del Prado to National Officers, Delegates and Guests.

All sessions open to public except Friday afternoon.

Full information can be had each month in The Club Woman, the official organ of the Congress. Address 500 Fifth avenue, New York.

Railway rates will probably be made with reference to the Louisiana Purchase Exposition, which will be open at that time. It is expected that stop-over privileges will be allowed for those wishing to attend the Louisiana Purchase Exhibition and the Biennial of the General Federation, which meets in St. Louis May 18.

The Illinois Congress of Mothers will entertain delegates. For information about this communicate with Mrs. W. S. Hefferan, 6454 Stewart avenue, Chicago, Ill.

Clubs who are in sympathy with the mother-work and the broad National work for childhood which the Congress is doing may affiliate with the Congress and send a delegate by payment of \$5.

Mother's clubs and child study circles come in by payment of 10 cents per capita annually, and are entitled to a delegate for every ten members.

Visitors are cordially welcomed, and may become associate members of the Congress by payment of \$2 annually.

The purpose of the Congress is to provide the best opportunities for the physical, mental and moral development of every child, and already it has been a power in improving the conditions of childhood throughout the land.

For further information address **MRS. EDWIN C. GRICE,**
Corresponding Secretary, Riverton, N. J.

KINDERGARTENS AND THE RACE PROBLEM.

Give us two generations of children whose education is based on kindergarten methods and we will change the present menacing aspect of the American race problem, whether within or without our borderland, to one of sympathy and harmony. No one can make this possible to the South so well as the women of the country, and to them must finally be delegated the solution of this problem. All the laws that may be piled upon the statute books of the country will never remove the unreasoning prejudice which is the ferment of the problem. This must be left to education and to the home. Whatever may be the attitude of the women of the two races toward each other, one thing is certain—the peace of the one is indissolubly linked with the uplift of the other. Surely they may make common cause in the care of helpless, innocent childhood. When a few superior and intelligent white and Negro women may meet upon this ground, then, and not till then, will the solution of this problem have begun aright.—*Anna E. Murray in "The Southern Workman."*

MORAL TRAINING IN PRIMARY SCHOOLS.

It must be admitted that the work of the primary school in the past has been too exclusively intellectual. Moral and religious instruction have been largely relegated to the church and the Sunday school, while the school has assumed responsibility only for the child's intellectual progress. Happily the conviction is growing that the primary function of the school is not intellectual training, but the development of character by inducing in the child self-determined and habitual lines of behavior. The training of the intellect alone will never produce an exalted character; neither will the training of the feeling alone. The school must train both intellect and feeling, thought and emotion, if an ideal character is to be the result.

The child must know and feel the difference between doing a thing and doing it well; between saying a thing and saying it well; between mere passive obedience to authority and conscious volitional effort in thought and action. He must actually feel pained in the presence of the inartistic, the inaccurate, and the wrong, in thought, word, or conduct. This makes the difference between good spelling and poor spelling, between good English and poor English, between the neat and the slovenly, and between good conduct and bad conduct. We may call this element pride, interest, ambition, or what we will. In its ultimate analysis it is a combination of the moral judgment and the artistic sense; it is conscience in work.—*From "The Southern Workman."*

PROGRAM FOR MAY*

The Animals in Spring.

MONDAY. Circle Talk. The flowers that have waked up recalled. What the farmyard animals do in springtime that they can not do in winter.

Table Periods. Making a May calendar. Beginning of series of animal posters to be formed into picture books for children of the Free Hospital.

TUESDAY. Circle Talk. The colts, calves, and lambs, and their care.

Table Periods. Making of May calendar continued. Poster work continued.

WEDNESDAY. Circle Talk. The winter sleep of the woodchuck recalled. The waking up in the spring. The other animals that live in the woods—the rabbit, squirrel, etc. The muskrat. "Story of the Playful Muskrat." (Among the Pond People, p. 200.)

Table Periods. Making rabbit burrow in sand table. Poster work continued.

THURSDAY. Circle Talk. The woodchuck's life in spring and summer. The woodchuck children and their care. Story, "The Timid Little Ground Hog." (Among the Night People, p. 43.)

Table Periods. Clay modeling of woodchuck. Poster work continued.

FRIDAY. Circle Talk. The rabbit compared with the woodchuck. Story, "The Biggest Little Rabbit Learns to See." (Among the Forest People, p. 113.)

Table Periods. Free representation. Poster work continued.

Songs and Games for the Week. Spring songs and games continued. "Barnyard Song." (Holiday Songs, p. 59.) "Duck Game." (Song Echoes, p. 121.) "The Bunny." (Neidlinger, p. 13.)

References: Wild Neighbors, Ingersoll; Chap. A Natural New Englander: Riverby, Burroughs; Chap. on Chipmunks: Outdoor Studies, Needham, Chap. on Chipmunks.

Animals That Live in the Water.

MONDAY. Circle Talk. Excursion to museum to see the chipmunks, gophers, foxes, etc., that live in the fields and woods.

Table Periods. Making "merry-go-round" with spool, slats, and string. Animal poster work continued.

TUESDAY. Circle Talk. Memory test of animals seen in the museum, using pictures and descriptions.

Table Periods. Work on merry-go-round continued. Poster work continued.

WEDNESDAY. Circle Talk. Excursion to West Park, to see the frogs and fishes in the lake.

Table Periods. Laying out pond in park, in sand table. Poster work continued.

THURSDAY. Circle Talk. Story, "The Biggest Frog Awakens." (Among the Pond People, p. 1.)

Table Periods. Gardening taken up if season is favorable. Poster work continued.

*See KINDERGARTEN MAGAZINE for April for May-Day suggestions.

FRIDAY. Circle Talk. Story of the tadpoles in the aquarium. "The Tadpole." (Among the Pond People, p. 58.)

Table Periods. Gardening continued. Poster work continued.

Songs and Games for the Week. Spring songs and games continued. "The Froggies' Swimming School." (Gaynor, p. 104.) "Mr. Frog." (Neidlinger, p. 28.) "Froggies in Pool." (Child Garden, Vol. VI, p. 167.) "Ten Little Frogs." (Child Garden, Vol. VII, p. 310.) "A Little Boy's Walk." (Poulsson's Finger Plays, p. 30.)

References: Life History of Toad. Kindergarten Review, Vol. XI, p. 402. Our Shy Neighbors, Kelly, Chaps. Mr. Rana's Dinner, and Rain Frogs; Look-about-Club, Chaps. Folks in the Brook, Life in the Bottles.

Animals That Live in the Water.

MONDAY. Circle Talk. The story of the frog retold. How fishes differ from frogs. The fishes in the aquarium. Story, "Fish or Frogs." (Cat-tails and Other Tales, p. 15.) Observation of crayfish, turtle, snails and clams obtained from pond.

Table Periods. Modeling frog. Gardening if season and weather permit. Poster work continued.

TUESDAY. Circle Talk. Story, "Three Gold Fishes." (Boston Collection, p. 18.) or "Fish or Butterfly." (Child Stories from the Masters, p. 41.)

Table Periods. Painting the gold fish in the aquarium. Gardening or poster work continued.

WEDNESDAY. Circle Talk. Another animal that lives in the pond—the turtle. Story, "The Slow Little Mud Turtle." (Among the Pond People, p. 83.)

Table Periods. Modeling or sewing turtle, or making one of raisins and cloves. Gardening or poster work continued.

THURSDAY. Circle Talk. Story of another animal that lives in the pond. "The Crayfish Mother." (Among the Pond People, p. 169.)

Table Periods. Making picture of crayfish with rings and half rings. Gardening or poster work continued.

FRIDAY. Circle Talk. Still other animals that live in the pond—clams and snails. How they differ from the frogs and fishes.

Table Periods. Modeling shells. Sewing a spiral line like that found in snail shell.

Songs and Games for the Week. Spring songs and games continued. "Tiddle-dy-Winks." (Neidlinger, p. 19.) "Fishes." (Gaynor, p. 52.) "The Snail." (Jenks, p. 108.)

References: Friends Worth Knowing, Ingersoll; Chap. In a Snailery: Our Shy Neighbors, Chaps. A Crusty Fellow, and Always at Home.

Animals of Other Countries.

MONDAY. Circle Talk. There are many animals besides those that live in the woods and ponds near us. The animals seen in Menageries. Hagenbeck's trained animals who were here during the winter.

Table Periods. Building Museum with large blocks. Drawing animals seen in Museum.

TUESDAY. Circle Talk. Where the animals seen in menageries live. Pictures of elephants, camels, lions, etc., shown. Pictures of tropical scenery.

Table Periods. Building the cases in the Museum with gifts or large blocks. Cutting and mounting picture of elephant.

WEDNESDAY. Circle Talk. The elephant's life in the forest.

Table Periods. Representing circus parade by means of drawing, or large blocks. Making cages with bars, from pegboards and long sticks.

THURSDAY. Circle Talk. What the elephant can do. How people ride on his back. The elephant compared with the horse.

Table Periods. Making circus tent in sand table, or representing ring and seats with large blocks. Drawing picture of elephant.

FRIDAY. Circle Talk. How the elephants that come to visit Milwaukee are cared for.

Table Periods. Free representation of topic of week. Finishing of unfinished work.

Songs and Games for the Week. Songs learned during the year are recalled and grouped according to season. Playing menagerie, and other animal games.

References: Fourth Natural History Readers, Wood, p. 250; Neighbors with Claws and Hoofs, p. 143.

FIRST WEEK IN JUNE.

Animals of Other Countries.

MONDAY. Circle Talk. Another animal named that lives where it is warm. How the camel looks. Pictures shown.

Table Periods. Sewing picture of camel. Making group of tents such as are used in the countries where camels live.

TUESDAY. Circle Talk. The country in which the camel lives. Pictures of deserts. Pictures of palm trees.

Table Periods. Sewing picture of camel continued. Drawing of palm trees from pictures shown, or painting banana.

WEDNESDAY. Circle Talk. What the camel is used for. The loads he carries. How people ride on camels. Why they do not use horses or cars.

Table Periods. Making a camel poster, or June calendar. Modeling the fruits that grow in the warm countries.

THURSDAY. Circle Talk. The story of a "camel train," or caravan. The loading; the long journey; the unloading.

Table Periods. Poster work continued. Representing desert and caravan in sand table.

FRIDAY. Circle Talk. The story of the caravan continued.

Table Periods. Modeling water jar such as the people in warm countries use. Free representation or finishing of unfinished work.

Songs and Games for the Week. Songs and games relating to the different seasons recalled and grouped together on seasonal basis.

Playing Caravan. "The Dromedary." (Neidlinger.)

References: Neighbors with Claws and Hoofs, p. 215; Third Natural History Readers, Wood, p. 110; Pictures and Stories of Animals, Tenny, p. 93.

See verses "The Camel and the Elephant," volume XIII, page 33, KINDERGARTEN MAGAZINE.

KINDERGARTEN EVENTS PAST AND TO COME.

The Chicago Kindergarten Club was addressed at its April meeting by Miss Eleanor Smith and Mrs. Crosby Adams on the subject of Rhythm. "In the beginning was rhythm." So Miss Smith quoted one of the masters of music and reminded her audience of the valuable exhibition at the Chicago Fair, showing the various phases through which music had progressed, rhythm being the physical, animal, elemental basis. She spoke of the different kinds of rhythm, illustrated by the waltz, the less accentuated bacarolle or cradle song, the chorale, etc. Good teaching and the ideal of art demand balance, the right proportion of rhythm, harmony, melody. In the kindergarten there should be a due degree of rhythm, marked and observed more or less sub-consciously, but analysis should come later. There should also be music of less marked rhythm. In the choice of materials lies the menace or the virtue of its use. Too much of the marked rhythm, of the hopping and skipping, is over stimulating, makes the children restless, nervous. We do not want to overdo any one phase—either the humorous, the quiet, the spirited, nor, most of all, the cheap. At a meeting of tired mothers at Hull House there were present many weary children, all quiet and unobtrusive, till some one began "There is a Hot Time," when at once the children began to roar, squeal, jump and in other ways prove their over-stimulation.

Mrs. Adams called attention to the three classes of people in music; those who blaze the way, who explore, who experiment with new ideas and methods; those, the conservatives, who question, demur, deliberate, and the open-minded ones who appreciate the value of what the two others contribute. Mrs. Adams played a delightful little Finnish march, *The Little Soldier*, by Henriques, which she recommended for the kindergarten for its transparency, simplicity, excellent rhythm, and its feeling of progress, of "going on." She believed in giving the children the best of music to listen to, but thought it a mistake to adapt the noblest classical music to rhythmic uses in the kindergarten; uses for which they were never intended.

Mrs. Cairn being absent, Miss Bertha Payne spoke a few words in her name, stating the necessity of having a certain amount of drill as a basis for building a definite sense of rhythm that should not be altogether physical, a feeling for exact pulsation, but such drill and study should be given through appropriate exercise and not in connection with the learning of the songs; the two should be kept separate.

A statement made by one of the speakers brought up the question whether or not music in itself was ever degraded or sensual as art and literature may sometimes be. Miss Smith recommended the recent compilation by Miss Hofer as showing most excellent taste and discrimination in its selections, though it was in some respects open to the criticism named above, i. e., in adapting the classics to uses not originally intended. But it was, on the whole, most commendable and valuable.

DEPARTMENTS OF KINDERGARTEN AND ELEMENTARY EDUCATION OF THE N. E. A.

Sessions in the Hall of Congresses.

Tuesday, June 28—2:30 p. m. Joint Session of Kindergarten and Elementary Departments.

Addresses of Welcome—Miss Mary C. McCulloch, Supervisor of Kindergartens, St. Louis, Mo.; Mrs. Fannie L. Lachmund, Supervisor of Primary Instruction, St. Louis, Mo.

1. The Relation of the Kindergarten and the Elementary School as shown in their Exhibits.
 - a. From the Kindergarten Standpoint—Miss Patty S. Hill, Principal of Kindergarten Training School, Louisville, Ky.
 - b. From the Standpoint of the School—Charles B. Gilbert, New York City.

Discussion—(Speaker to be announced.)

2. The Kindergarten in Japan—Miss Annie L. Howe. (Recently of Kobe, Japan.)
 3. Elementary Education in France and Germany—F. E. Farrington, Professor of Pedagogy, University of California.
 4. The Kindergarten in the Southern States, in Mexico and in South America—Miss Eveline A. Waldo, Principal of St. Mary's Parish Kindergarten Training School, New Orleans, La.
 5. Business—Appointment of Committees.
- Department of Kindergarten Education—Miss Jenny B. Merrill, New York, N. Y., President.

Friday, July 1—2:30 p. m. Greeting from the International Kindergarten Union—Miss Annie Laws, President of the International Kindergarten Union, Cincinnati, Ohio.

1. The Physical Care of the Kindergarten Child—Wm. H. Burnham, Professor of Pedagogy, Clark University, Worcester, Mass.
2. The Individual Child—Miss Bertha Payne, head of the Kindergarten Department, School of Education, Chicago University.
3. What is Kindergarten Discipline?—Miss Mina B. Colburn, Principal of Kindergarten Training School, Cincinnati.

Discussion—Miss Mary Jean Miller, Marshalltown, Iowa.

4. The Value of Pet Animals in the Kindergarten—Miss Anna E. Harvey, Professor of Kindergarten Methods, Adelphi College, Brooklyn, N. Y.
5. Household Activities in Their Relation to Child Nurture—Miss Virginia E. Graeff, New York City.

Discussion.

Department of Elementary Education—Miss Ada Van Stone Harris, Rochester, N. Y., President.

Thursday, June 30—2:30 p. m.

1. The Natural Activities of Children as Determining the Industries in Early Education—Miss Katherine Dopp, Instructor in Extension Division, University of Chicago, Chicago, Ill.

Discussion—G. Stanley Hall, President of Clark University, Worcester, Mass.; Myron T. Scudder, Principal of State Normal School, New Paltz, N. Y.

2. Avenues of Language-Expression in the Elementary School—Percival Chubb, Director of English, Ethical Culture School, New York City; Miss Della Justine Long, student in Education, University of Chicago, Chicago, Ill.; F. W. Cooley, Superintendent of Schools, Evansville, Ind.

Mrs. A. H. Putnam, pioneer kindergarten training teacher in Chicago and one who has kept abreast of all advance thought and practice in the kindergarten field, will conduct a summer school for advanced students in kindergarten, sloyd and construction work with competent assistants, at the Kenwood Institute, 40 East Forty-seventh street, Chicago, July 5—August 2. Those hungry for inspiration will do well to come in touch with Mrs. Putnam.

VACATION SCHOOLS.—Supt. Wm. J. Bogan, of the vacation schools of Chicago, has issued a statement regarding the work and invites teachers to apply for positions before May 15. Applications may be addressed to him at Morgan and Erie streets. Formal examinations will not be held, the record of the teacher being the basis of judgment. He hopes to find in every teacher a true missionary and a specialist in the subject she undertakes to handle.

The departments are Nature, Art, Music, Physical Training, Manual Training, Sewing, Kindergarten, Cooking, Deaf, and Blind. All teaching is departmental. The salary of a departmental teacher is \$2 a day. Extra teachers receive from \$30 to \$50 a term. Accompanists for the singing classes, \$40. Cadets and volunteer teachers receive carfare only, but the experience gained is very valuable.

The term is six weeks, probably beginning Tuesday, July 5, and closing Friday, August 12. From 9 to 12 are the hours except on excursion days, when pupils are dismissed between 2 and 3.

The primary purpose of the vacation school is to provide children in the congested districts with occupations and recreation that will remove them from the evil influence of the street during the summer months. As the sessions last only half a day the strain on teachers is not nearly so great as one might suppose. Discipline is easy and the good done great.

The Kindergarten Department of the Ontario Educational Association brought Miss Geraldine O'Grady, of Teachers' College, Columbia University, to give three lectures at their convention held in Toronto University on April 5, 6, 7. Miss O'Grady's subjects were "Ruts and Their Remedy," "Two Points of View on the Program," "Old and New Truths for the Kindergarten and Primary Teacher." Discussion followed these lectures, kindergartners being present from different parts of the province. On the last day of the convention Mrs. James L. Hughes gave an excellent address entitled, "Relationship of Home and Education," and Mr. W. L. Richardson, Superintendent of Manual Training in Toronto, gave a carefully prepared paper on "Kindergartening, a Basis for Manual Training." The convention was unusually well attended and the program especially attractive and helpful.

MARGARET YELLOWLEES, Secretary.

As the season of flowers approaches it is to be hoped that mothers and kindergartners will refresh themselves by re-reading Froebel's Mother-Plays, the Taste Song and the Flower Song (pages 90-95, Blow edition, not omitting note VI, page 309).

A BOOK FOR MOTHERS AND TEACHERS.

AS THE TWIG IS BENT.—Few of the comparatively recent books have been so full of practical help to mothers and teachers as the one written by Susan Chenery, under the title, "As the Twig Is Bent." It is not a book of merely abstract theories, which are so easy to promulgate and often so hard to carry out into actual practice, with any degree of success. It purports to be the actual experiences of a wise and loving mother's dealings with her children, as viewed by her sister—a teacher. The elder sister, going to the distant home for a first visit since her sister's marriage, had expected that her experiences as a teacher would be of some help to the young mother, but instead she found herself in the position of a learner; and gives the result of her observations to the world for the benefit of other mothers less wise than "Helen," and teachers who, like herself, have failed to develop as much of the mother-love as they should have. Almost every type of moral emergency is portrayed and "Helen's" method of dealing with it given in detail, together with the general conversations between the mother and her sister on the subject, so that in each instance a concrete example is given, and from that some general laws are deduced.

Helen seems to know how to love her children without spoiling them; how to yield to their caprices, at times, and yet develop gradually self-control; how to let them have their own way, as far as possible, and yet arouse a spirit of love and unselfish devotion.

That absolute respect for the property rights of children is one indispensable requisite needed to teach unselfishness may be a tenet new to many mothers and teachers, but, if we recall our own childhood, and our resentment when our belongings were thrown away or given away, we may be quite ready to agree with her. Some of us who would not give away our children's belongings without their consent, may err in giving the *use* of them against the little's owner's will, as did the aunt, in one case. The incident related has much significance, and is worthy the thought of all who have the care of children. This is Helen's creed:

"A child that is forced into a renunciation will not become by that act more inclined to unselfishness. I believe it is good for a child to own absolutely his toys and to respect similar rights in others. He not only thus gets acquainted early with the first principles of honesty, but with a little guidance soon finds pleasure in giving from his own to others."

The wise mother has rules, but it is only the wise mother who knows when to suspend the operation of her rules. As Helen remarks to her sister, referring to the subject:

"Special times call for special actions. If a child has a battle of any kind to fight, make it as easy for him as you can with consistency. We may need to center all the forces for the time being at the point of attack, but after the victory the regular rank and file can be maintained again."

Rules should be made—not with reference to the mother's convenience, but to the child's highest good, and the child's highest good includes the feeling of assurance that he is loved, that he has his parents' sympathy with him in his little trials and struggles for self-mastery.

The wise mother, too, understands when to demand unquestioning obedience, and when to leave the matter to the child's decision. She also knows when wisely not to forbid, because she understands the child's weakness and would not make of her forbidden things rocks of offense—tempting the child to disobedience and, perhaps, to self-injury. This is the reason Helen gives for allowing her little daughter the occasional use of her machine:

"The child is fascinated with tools and machinery. I should not dare to absolutely forbid her ever touching my machine. As it is she is satisfied with turning the wheel in my presence, and never goes to it when I am not by. I have explained the danger there is in using it carelessly, but if I should forbid her having anything to do with it I should throw a big temptation into her path, which might be too great for her, and if in ignorance she went to it when alone, she might be seriously injured when I was not by to protect her."

Though Helen considers the children's wishes and desires, whenever possible, she loves them too dearly to want them to grow up selfish.

"I want," she says to her sister, "the children to have a happy childhood, but I do not wish it to be a selfish one. Their happiness should neither be, nor seem to be, our highest aim. Children, like almost all young in nature, should be petted by the mother and allowed to play care-free; but in the human being the period of immaturity is long, and I think should be largely one of preparation. The character of the whole after-life is affected by this early training. The pursuit of duty, of honor, and all right conduct should be placed far ahead of personal happiness. * * * But, although I would not wish the children to feel that I placed their present happiness above all other considerations, yet I do believe in providing pleasures, to be scattered, not too frequently, here and there through their life as opportunity offers, the thought of which will be prominent in their future recollections."

It is principle that guides Helen at all times. "I must do the right thing, and you must do the right thing." This is her constant attitude. She herself is invariably courteous toward the children; she keeps her word punctiliously, even in the smallest details. One night the sister hears some one stirring quietly about the nursery, and, wondering if any one is sick, goes to the door. She finds Helen had wakened and, recalling a promise to put a doll into the playhouse, had come (at 2 a. m.) to keep her word. On the way to breakfast the next morning Helen explains her extreme carefulness.

"I would not lightly break my word to the children. Where an older person might understand an omission for good reasons, a child would lose confidence in you. Children are sharp observers and very critical. Once I hastily threatened to punish Margery if she did a certain wrong thing again. Not long after she repeated the offense; and as I hated to punish her I looked about for an honorable escape from doing it. She had hurt Frank. I said if she would tell Frank she was sorry and try very hard to be good to him in the future I would excuse her that time. She did what I asked and all seemed happily settled; but some time after, when I found occasion to tell the children how carefully one should keep his promises, Margery remarked, 'You broke your word once, didn't you, mamma?' and I learned by a few questions that the little midget had given me a black mark because of my leniency to her that day. That taught me a lesson, and I have been more careful to promise less, but to keep my word absolutely, unless circumstances beyond my control make that course impossible. In such a case, which rarely happens, I explain the matter fully to the children."

A few days later, as they were starting out for a walk, the youngest child remembers a whistle which he had intended to bring. "Go back and get it if you wish," says the mother, "and I will wait right here for you." The day is warm and the aunt suggests that they cross the street and wait under the shade of some trees. "You go with Margery," says Helen, "but I will stay here. Frank is so little that he might think I had failed to keep my promise did I budge from the spot."

I have heard my mother say that she believed it was attention to details that made the principal difference between a good cook and a poor one; and as I read "*As the Twig Is Bent*," I am persuaded that it is the attention to details of personal character and behavior that makes the difference between a good mother and a poor one. To think that nothing is unimportant, to invest each detail of daily living with its proper significance, trying in the smallest acts to realize the highest ideals of life, seeing each act in its proper relation to the whole life—this it is that makes the type of ideal mother and teacher.

Is it not the larger view of life that makes us feel deeply the importance of the smallest acts? Most of us wish, in a general way, to do the best for our children, but we too often fail in this larger vision that gives importance to these little things of daily life. Successful child-culture presupposes successful self-culture. Infinite love, patience and wisdom, these are the necessities of a good mother or teacher.

"*As the Twig Is Bent*" is a book to help conscientious mothers, who often feel themselves inadequate to their great work, and it is invaluable alike for the unawakened mother. Its style is so simple and undogmatic that the argumentative spirit is not likely to be aroused. Its whole spirit is so sweet and sane that it seems as if it might disarm the most prejudiced, and awaken thought in the most indifferent. It is a book to make mothers and teachers and all who read it more thoughtful, more loving and more reverent toward childhood.

PHYLLIS WARDLE.

RELATIVE TO DISCONTINUANCES.

"Enclosed please find \$2.00 in payment of bill of June, 1903. Thank you for sending the Magazine thus far in the year without money. I have been ill, hence the delay."

The above represents but one of many letters which gives us occasion to have and abide by a practice, universal with magazines, of sending our publication till ordered discontinued. An occasional letter from newer subscribers convinces us that it may be necessary to call attention to this custom and to add that we will esteem it a personal favor if upon receipt of expiration and renewal notice all subscribers will notify us if a discontinuance is desired or kindly send us a second notice in case magazines continue to reach them, as continuance means that we have failed to receive any notice.



THE SUPPER.—*Elizabeth Nourse.*

*Courtesy Chicago Art
Education Co.*

KINDERGARTEN MAGAZINE.

Vol. XVI.—JUNE, 1904.—No. 10.

TWENTIETH CENTURY SERIES.

HAS NOT THE TIME COME WHEN EDUCATION SHOULD
PREPARE FOR PARENTHOOD?—IN WHAT SHOULD
SUCH EDUCATION CONSIST?

MRS. ANDREW MACLEISH, GLENCOE, ILL.

PERHAPS it is almost a truism to say that we stand at the dawning of an age distinctly humanistic and socialistic. In the century just past the most marvelous strides have been made in the understanding and conquest of our material environment. Science has been, and is still, the watchword of our civilization; but now investigation, having largely conquered the physical, is pushing on into the spiritual and social realm. We feel that we stand at the threshold of great and new developments; that our children will have to meet life under conditions different from our own. Competition will be keener, and only those who are whole men and women in every sense of the word will be able to endure it. In spite of the desire of many earnest souls for simpler living, civilization grows continually more complex, and a first-hand knowledge of the conditions of life becomes increasingly more important. The religion of our children will have passed far beyond creed and dogma and will be a religion of brotherly love. It will be not so much the relation of the individual soul to his Maker as the relation of that soul to his human brothers, of whom, as of himself, God is the Father. These conditions we see dimly foreshadowed in the immediate future. We can not clearly discern them and yet it devolves upon us to fit our children to meet them. How shall we do it?

It is interesting to look back over the past and note the periods at which the consideration of children has been of paramount importance. First, of course, there comes to mind the attitude of Greece toward her children. The statesmen and philosophers of

(Address delivered at I. K. U., Rochester, N. Y., 1904)

Greece stood at the meeting of the sensuous civilization of the East with the fresh, virile life of the West. They were forced to think. A new order must be built up. How should it be done? Thru the child. The child should be the instrument in a new social structure. So the children of Greece became the wards of the nation. They were trained for the future as the Greek statesman saw it. Their individuality was lost because they were regarded solely as members of the social organism. The result, tho fine in many ways, was hard and rigid.

With the dawning of the renaissance again interest was focussed upon the child. Here came the contact of the old order with the new. The child had a symbolic, prophetic character. He stood for all that life might mean in the freshly dawning future; for a release from the hardness of the past. Romance gathered about the thought of childhood; poetry and art used it as a type of what was to be. The rigid, mechanical treatment of the first period gave place to affectionate indulgence. But the child was still not studied as an individual, nor from his own standpoint. He was the plaything, the darling of the adult, the hope of the new life. Still, however, since education was modeled upon the classic form, the austerity of the first period was maintained in the school, while sentiment and romance were elements in the attitude toward children in the home. Perhaps it was here that the separation between home and school began.

The third period of recognition of the importance of childhood is the present, and that recognition has grown directly out of the key to modern thought, evolution. So soon as we accept the theory of development as the method of creation, and recognize the fact that that development may be influenced by environment and by outside stimuli, at once the period of growth and plasticity becomes of paramount importance, and the possibilities for elevating the human race become theoretically limitless. From this point of view, then, has grown up the present great interest in education and in all phases of child-study. The scientific method of the present day seeks to overcome the rigidity and mechanical character of classic education by introducing an elasticity that meets individual needs. It converts the emotional interest of the romantic period into intelligent knowledge of conditions and needs, and so into practical results. It, and it alone, is able to grapple with the great social problems that, day

by day, force themselves more insistently upon our national consciousness. Our great republic can be preserved only by the raising of each succeeding generation to higher levels of patriotism, to a loftier sense of honor and a more unselfish devotion. The ignorant must be made intelligent; the helpless, capable; the criminal classes, virtuous. This can be done only thru the children, and so education in its modern, scientific sense becomes the process of salvation. It is the most vital force of the present day; it is all inclusive. But, like the new wine of our Savior's parable, it can not be put into old bottles. It must be left free to take on new forms. Since we can not foretell what are to be the social and economic conditions of the coming generation, and the next, and the next; since we can not foresee what will be the religious faiths of the future, the political and social creeds, we can not educate for them. All that we can do is to furnish each child with conditions for his own fullest and most normal development, physical, intellectual and spiritual; to give him command of himself and to put into his hands the most advanced existing tools of civilization. This is a more difficult work than that which Greece undertook to do for her children, because the question of individuality enters so largely into it. Just in proportion as these individual needs are to be recognized and met must parents and teachers be intelligent and capable of independent thought and action.

It ought to be entirely unnecessary at this stage of civilization to press home the fact of the responsibility of parents for the welfare of their children; but, alas, how many feel that their whole duty is done when a suitable home is furnished and kept in condition, proper clothing and food are provided for the children, and they are sent to school and taught some obedience to law. How few fathers and mothers recognize and try to meet intelligently the full responsibilities of parenthood! Is it not due to the fact that education fails to take any account of these greatest of all responsibilities?

Herbert Spencer, you remember, makes it the duty of education to prepare us for complete living, and then goes on to arrange subjects in classes and to put these classes in the order of importance. He puts first in life the duty of self-preservation, and so first in education those subjects that have to do with the securing of personal safety and the preservation of life. Next, he puts indirect

self-preservation, or the duty of securing a living; and, therefore, it becomes the second duty of education to give to men and women the power to support themselves. After the preservation of the individual comes the preservation of the race, and so he puts as third in importance in education those activities which have for their end the rearing and training of children. Then, since the state follows the family, come the duties of citizenship; and, last, the training of the æsthetic nature and the pursuit of those subjects which we call cultural. Of course, as Mr. Spencer says, these subjects are not definitely separable in the actual process of education, nor can any one individual be thoroly trained in all five directions; some will excel in one, some in others. But a well-rounded education should take note of all. Let us compare our present form of education with this standard set up by the renowned philosopher.

We find that classical education, the form first developed and most widely spread, comes under the fifth or least important class. This curious fact Mr. Spencer explains by showing that the ornamental always precedes the practical. In the clothing of the body, decoration came before dress, as witness the tattooing and painting of the savage tribes. So in the clothing of the mind that which could ornament, which could secure applause, was sought before that which was of intrinsic, practical value.

The industrial education of the present day, a characteristic of very modern civilization, belongs, of course, in the second class, that which prepares for indirect self-preservation, the furnishing of means for self-support. In the fourth class, as preparing for the duties of citizenship, we would put not only those subjects relating to civics, but the whole realm of humanistic and socialistic studies. The great advance in scientific knowledge has made possible most practical training in self-preservation, and some advance has been made in that direction; but when we come to the class of knowledge which Mr. Spencer ranks third, that pertaining to the wise and successful rearing of children, we are still, so far as the schools are concerned, at almost precisely the same point as was society when he wrote his work on "Education." Perhaps you will pardon me if I quote Mr. Spencer's own whimsical description of the situation: "If, by some strange chance, not a vestige of us descended to the remote future save a pile of our school books or some college examination papers, we may imagine how amazed an antiquary

of the period would be on finding in them no indication that the learners were ever likely to be parents. This must have been the curriculum for their celibates." We may fancy him concluding: "I perceive they have an elaborate preparation for many things; especially for reading the books of extinct nations and of co-existing nations; but I find no reference whatever to the bringing up of children. They could not have been so absurd as to omit all training for this gravest of responsibilities. Evidently, then, this was the school course of one of their monastic orders." "But, seriously," continues Mr. Spencer, "is it not monstrous that the fate of a new generation should be left to the chances of unreasoning custom, impulse, fancy? If a merchant commenced business without any knowledge of arithmetic and bookkeeping, we should exclaim at his folly and look for disastrous consequences. Or if, before studying anatomy, a man set up as a surgical operator, we should wonder at his audacity and pity his patients. But that parents should begin the difficult task of rearing children without ever having given a thought to the principles—physical, moral or intellectual—which ought to guide them, excites neither surprise at the actors nor pity for their victims."

Now, whether or not we agree with Mr. Spencer at all points, we can hardly fail to accept this conclusion as to the importance of knowledge on the part of parents and preparedness to meet their heavy responsibilities. Nor is it necessary that a philosopher should come back from the dead to tell us this. We constantly meet in our own experience men and women bearing physical frailties because those who cared for them in their early days did not know the laws of hygiene. Others who are what we call failures because their needs and aptitudes were never understood nor met. When we hear of boys or girls going wrong, we feel instinctively that some one has blundered. And how often the cause can be clearly seen, in the incompetence or the unfaithfulness of parents, or in conditions that have deprived the children of parental care. I was greatly interested in hearing the conclusion of an eminent educator upon this point not long since. He had been for a long period of years the head master of one of our largest and most influential boys' schools, and he said that in his own experience every case of a bad boy could be traced directly back to an incompetent mother. It is both pathetic and startling in the workings of the Juvenile Court in Chicago to

note the stories of the children brought before it. Almost invariably the trouble is a lack of mother and father. Either it is the case of a widowed mother, who must go out by the day to support her family, and so, being forced to take the father's place, can not be also a mother; or it is drunkenness or vice on the part of the parents and utter disregard of their parental obligations. If such ruin follows in the wake of a lacking or faulty parental care, what would the world be if we could have one generation of thoroly prepared and responsible fathers and mothers? Would it not almost mean the millennial dawn?

Granting, then, the importance of education for parenthood, as well as for the other relations of life, in what should such education consist? And with this comes, if our discussion is to be practical, another question much more difficult to answer: How shall the necessary subjects be introduced into the existing curriculum in a form that shall commend them to the judgment of educators and shall prove so attractive to students that the courses will be elected? Here we have to meet not only the conservatism of the schools, but the reserve of the Anglo-Saxon mind. The work must be put into the course of study in such a way that the student comes to it naturally, logically and without the rousing of self-consciousness. Also, I believe that we must consider work along these lines not only in the colleges, but also in the high schools; for these latter are destined to become more and more the people's colleges, and from them go many, many boys and girls who will carry their formal preparation for life no further.

Let us first consider what knowledge is necessary on the part of parents in order that children may be brought up into a rich and full manhood and womanhood. First, of course, there must be a practical knowledge of all that pertains to the physical and material well-being of children and youth. There is already a rapidly growing sense of the need of this knowledge, and a strong movement to supply it, so that here our work is comparatively easy. Then there must be an understanding of the child mind, of its unfolding and development, of the different stages thru which it passes. Here we shall be greatly helped by scientific child study, and by the new character which such study has given to modern psychology. Then there must be a comprehension of the spiritual and religious needs of the little human soul, and here, alas!

so far as general education goes, we are on almost untrodden ground. The schools recognize bodies and minds, but not souls as such. To me Froebel's distinctive contribution to education is made just here in his appreciation of the little child's soul as the part of him that preëminently needs to be educated, lifted up into a growing harmony with the divine soul of the universe.

I have classified the needs of children into physical, intellectual and spiritual simply for convenience in talking about them. Practically, of course, the division does not exist. There can never be an intellectual nor a moral state that is not founded upon physical conditions, and it is this fact that gives the importance to the physical side.

It is not necessary for us to go deeply into a consideration of the kind of knowledge that will make our young people capable, when they grow to maturity, of meeting the physical needs of a family, because, as I have said before, this need is already becoming recognized. It is necessary for self-preservation, as well as for race-preservation. It should include, of course, a practical understanding of physiology and hygiene, and a knowledge of the art of home-making and home-keeping with all the sciences that underlie that art, bacteriology, chemistry, physics, sociology and the care and economical expenditure of money. This training should begin in the grammar school, while the children's interests are still keen and while they still do not hesitate to undertake handwork. Here the study of textiles can be taken up in connection with the history of primitive man, and in that same connection the construction of houses may be followed from the simplest forms to those of civilization. The study of cooking correlates very closely with the geographical study of food products, and, on the other side, cooking as the method of preparing food for use can be correlated with physiology; so that the introduction of cooking and household arts into the grammar grades is not the bringing in of a mass of foreign matter, but rather the bringing of the subject matter already there into touch with actual, everyday life. This is the process which all along the educational line is bringing new life and vigor. Education becomes at once a vital matter when it is seen to have a direct bearing upon life. This work in the school also becomes a strong link to bind the school and the home together. It gives the child a new interest in its home and the power to contribute something there.

In the high school years the sciences that underlie the life of the home should be studied by those who do not go to college, and in the later years of college life electives should be offered, taking up the subjects more broadly. Also it seems to me that the art work of the high school might at some point be turned in the direction of home furnishings, a study of good lines and forms in furniture, and adaptation to use; of good colors and pleasing color combinations, whatever will go toward building up in the pupils a correct æsthetic sense, and the power to furnish a home attractively and even artistically on a limited amount of money. For one thing that education ought to do at the present day is to demonstrate that the best things in life are not dependent upon the possession of large sums of money. If this lesson could be readily learned, it would go far to overcome the grasping materialistic spirit of our age.

It is very encouraging to see how strong a hold this new consciousness of the home has taken upon educational thought, and how widely its importance is recognized. Domestic science in some form is finding its way into the school system of most of the large cities, and many smaller places, and the colleges are beginning to add courses of study, and the universities, departments of instruction along these lines. It is all tending to develop a deeper sense of the value of home, and the importance of environment.

But all this has to do directly with the material and physical conditions. If it is important that the boys and girls of today should be trained to meet them intelligently, surely it is at least of equal importance that they should understand intellectual and spiritual conditions. This latter end may be reached by broadening the work of psychology, and giving it the same practical touch with life that chemistry and physics have found thru domestic science. Fortunately, the psychology of today has taken a long step in this direction, and the chief thing that would need to be added for the purposes of our inquiry, would be a study of the beginnings of mind, the psychology of the earlier years. In the high schools this work would require a text-book and none now exists that would quite meet the needs, but it would not be too difficult a matter to prepare one. Such a book should sum up all the facts that have really been established by scientific child study concerning the growth of the intellect, from the very beginning. It should dwell upon the importance of wise and regular care of the physical needs of the little baby, showing

that the most important habits of mind are formed in response to such care. As Dr. Bushnell says, in his *Christian Nurture*, "There is scarcely room to doubt that all most crabbed, hateful, resentful, passionate, ill-natured characters; all most even, lovely, firm and true, are prepared, in a great degree by the handling of the nursery." And you remember that Pestalozzi claims that the beginning of religious education is right here. The tiny baby, whose wants are met with regularity and wisdom, begins even then to develop the states of feeling that will later become the Christian virtues of trust and love and faith and hope. Then the opening and growth of the mind should be traced; the conditions of mental growth, as the receiving of sense impressions, notably those of touch and sight, the storing up of mental images, the coördinating of muscles, and gaining of bodily control. The importance of quiet, abundant sleep, fresh air and sunshine and freedom from excitement or over stimulation should be dwelt upon. Then the different stages of development should be noted with their indications and their inner significance. In this work there should be the possibility of observing children. Students should be able to go out from the study of the principles in text-books to their application in children, and come back with a new light upon psychology, and a new interest in child-life. If such a study were carried on of mind-growth thru childhood and adolescence to maturity, I believe that it would add greatly to the value of psychology, and put into it just the life and interest that are sometimes lacking.

But still we have not reached the heart of the matter. Why should we understand the principles of mind activity, why should we study the laws of its growth, but that we may use this knowledge in character formation? That is the great object of life and of education, growth in goodness as well as effectiveness, in moral power and spiritual understanding. This is the kind of education for which the kindergarten stands, and Froebel is distinctively its apostle and exponent. But it is strange that the recognized connection of Froebel with education should cease with the kindergarten. That became the final exposition of his educational thought because of the absolute need of the little children in his day, and because of his close sympathy with them and insight into their needs; but his pedagogical ideas are applicable to the whole process of education, and they will never be understood by the world at large until they reach

far beyond those first few years. The kindergarten should reach up into the grades, and the grades should reach back into the kindergarten. The process of education is one. The breaks that now exist between the kindergarten and the elementary school, the elementary and the secondary school, the secondary school and the college must disappear before we can have the unity which is the bond of perfectness. May I say here that I believe kindergartners would be greatly strengthened in their work if they more thoroly knew children beyond the kindergarten years, so that they might understand what changes are before them, and be able to follow them intelligently thru the stress and strain of dawning self-consciousness as they adjust themselves to the world in which they must live. The problem of education is vast and complex. The kindergarten can contribute much, and can hasten the day of solution by generously recognizing the value of other contributions made by able educators, who are earnestly studying the situation from other points of view. All sincere and earnest seeking must eventually reach some phase of truth, and truth is many-sided. Let us not fear to flood our problem with light from all sides.

But how shall we practically bring the philosophy and the pedagogy of Froebel to bear in preparation for this greatest of all responsibilities, the care and up-bringing of children? To me Froebel's teaching is most beautifully and completely set forth in the *Mother Play*, but the work could not well be given to college or high-school students in that form. It is written directly for mothers, and students are not quite ready to view themselves in the light of parenthood. Moreover the present form of the book makes it difficult of comprehension. But it would be comparatively easy to prepare a book for school and college use that should embody the principal teachings of the *Mother Play*. Such a book should make very clear at each step the thought in Froebel's mind, the truth which he has for the mother and the way in which he would have the mother give that truth to the child. For a full teaching of Froebel's method the actual use of the games would be necessary and some knowledge of the occupations. This would seem to me a very valuable part of the training, for so many mothers and teachers of young children fail just for lack of the play spirit, and a knowledge of what may be done for children thru that medium.

Such a study as this implies a teacher who has added to a college course a kindergarten training. It also involves the study and observation of children. There should be available kindergartens to serve as laboratories to such a course of study. There this sort of training may be seen in the process and observations of progress may be made and brought back to the class-room. Also there would be an opportunity to enter into the games with the children.

I think that such a course of study would be most valuable if carried along in connection with the course of psychology and child study outlined above. As the physical development of the child is noted, let "Play with the Limbs" be taken up to show how growth depends upon the overcoming of difficulties, and that this truth holds good in the spiritual as in the physical realm. What a light this would throw upon the babies' instinctive efforts after strength, and how many children it would save from the deadening effect of having life made too easy! When the development of the senses is taken up psychologically, and the place of sense impressions, let Froebel's teaching here be made clear, his picture of the "door that swings two ways" in order that thru it "the soul of things may be known to the soul of the sensitive being." There are many other points of contact where Froebel's insight into the inner meaning of scientific facts would open up a whole realm of stimulating and valuable thought.

Beyond its illumination of psychology, the Mother Play gives a philosophy of life that is both lofty and satisfying, and I know of nothing that is in a large sense more truly cultural than it; and, lastly, it is deeply religious, and so is a most valuable element in the preparation of young people for life. To this need of the religious in education, or rather to a sense that it is at present largely lacking in our State schools, we, as a nation, are just awakening. The phenomenal growth of the Religious Education Association, organized only a little over a year ago, is a proof of the universality of our sense of need in this direction. Hence, any study that could bring truly religious thought into the curriculum in an undogmatic way would be of especial value. And in this connection I would suggest that at least one great piece of literature be studied in connection with this course of study, and that its ethical character be made paramount. That is, that it be studied for the light which it throws upon the struggle of the human soul after righteousness. This would

not only have a direct bearing upon the work of character building, and in rounding out our proposed course in spiritualized psychology, it would also open a wide door to the meaning of all real literature, and let us hope that it might have some part in ringing the death-knell of the technical, purely mechanical and external manner of studying literature that at present holds sway so generally.

Now is such a change as I have suggested in existing courses of study impractical, or too difficult of accomplishment? I believe that it would not only accomplish the purpose which we have in mind, of preparing young people for the responsibilities of parenthood, but that it would prove of great and immediate value in itself. Dr. Dewey says, "Education is not preparation for life, it *is* life," and I believe that such a course of study as is here outlined would stand the test of this definition.

Moreover, I believe that the time is ripe for such a move. There is an increasing earnestness among educators, a growing sense that after all the solution of the great problems of our day is in the home and with the mother, therefore she must be better equipped for her work. Our national and social life are forcing upon us problems that can be solved only by the production of a higher type of men and women, therefore, whether or not the plan outlined is the best, and it is but a suggestion, let us not rest until some method has been devised by which our system of education shall consider earnestly, and squarely face the problem of fitting the rising generations to more ably meet the stern responsibilities of parenthood.

SPRING CONSOLATION.

How faint'st thou, heart, in days so rare
That e'en the thorns do roses bear!

—B. J., from the *German of Uhland*.

ELEVENTH ANNUAL MEETING OF THE INTERNATIONAL
KINDERGARTEN UNION, ROCHESTER, N. Y., APRIL

26, 27, 28, 29, 1904.

KINDERGARTEN Problems! What does that mean literally, as I have no idea? I have a clever friend who writes well and might do it if we knew what a kindergarten problem meant." So replies an English correspondent to whom we once wrote asking, among other things, if she could recommend any English kindergartner to write upon kindergarten problems that might be peculiar to English conditions.

The varied and inclusive program of the Rochester Kindergarten Convention demonstrates that kindergarten problems here don't hide their darkness under a bushel, but are sufficiently in evidence to keep the kindergartners thoroly alive and growing.

Owing doubtless to the combined advantages offered by the N. E. A. which chose St. Louis and the Exposition for its meeting place this year the numbers attending the Rochester convention were not as large as usual, but the meetings were unexcelled for the quality and value of the papers discussed, the general enthusiasm of the audiences and the ability and dignity with which the papers were handled, while Rochester and its people were unsparing in all that could add to the pleasure and profit of their guests, who each and all said again and again, "I am so glad I came!"

Early Tuesday morning the Committee of Fifteen met for their own little session and in the afternoon the Conference of Training Teachers was held, Miss Nina C. Vandewalker, of Milwaukee Normal School, chairman, to discuss the topic,

Miss Ruth E. Tappan, of Pittsburg, reported upon Part I of the Questionaire (see KINDERGARTEN MAGAZINE for February, 1904) as follows:

PRACTICE TEACHING AS SEEN BY THE KINDERGARTEN DIRECTOR.

—This report is made upon thirty responses. The following cities are represented: Minneapolis, Montreal, Springfield, Mass., Louisville, Ky.; Scranton, Pa.; New Orleans, Boston, New York, Philadelphia, Milwaukee, Los Angeles, Oswego, N. Y.; Chico, Cal.; Chicago, Cincinnati, Brooklyn, Worcester, Mass.; Baltimore, Richmond, Washington, Pittsburg and Albany.

As to the form of the report, each of the nine questions of Part I will be stated and the answers summed up. Then attention will be called to the points made apparent by careful survey of the thirty answers in each case.

Question 1. What do you consider the greatest difficulty in working with practice teachers?

Answers which state students' difficulties: Inexperience—making intelligent use of gifts and occupations impossible; lack of appreciation of importance of small things; habit of taking things for granted; lack of general culture; lack of good home training and habits of orderliness and method. Inefficiency—too young; sentimentalism; over-anxiety; self-consciousness.

Answers which state directors' difficulties: Difficulty in finding sufficient opportunity to watch the work of a practice teacher; danger in keeping an assistant who does one thing well and at it too much; difficulty in helping students to learn to do all phases of work well; difficulty in overcoming a tendency to teach; difficulty in carrying out a program as planned and getting it properly adapted to individual children; danger that they will be helped too much for their own good and not enough for the good of the children; difficulty in estimating promise in crude work; "In keeping practice teachers encouraged until they can gain confidence by doing good work, at the same time criticising mistakes in method and general ability. It is difficult to keep the balance. I find great difficulty in finding opportunity to observe their particular lessons."

Since directors report that the great difficulty lies in giving sufficient attention to the inexperienced assistant, yet realize that she can only become a good teacher thru experience, does not the root of the difficulty lie with the supervisor, who needs to be more watchful, and the Training School, which, thru visiting, needs to co-operate more actively in watching the work of its students?

Is each practice teacher assigned to each phase of kindergarten work—circle, talk, song teaching, table work, games and accompanying?

Fourteen answer yes, sixteen answer no; only table work, seven answers; table work, circle work, some accompanying, one answer; entire charge for a week, one answer; entire charge from time to time, one answer; take part in games and songs, but "I find so many not musical I feel it would be bad for the children to be incorrectly taught songs and music, where imitation is used so much." "Each phase of kindergarten work is assigned to each senior" is the report of one training class.

If not, why not?

"Because the kindergarten is first, last and always for the best good of the children."

"Table work gives the practice teacher as much opportunity to use her theory as she is capable of using to good advantage."

"For the greatest good to the greatest number it seems best for the director to take charge of the circle and games."

"Not assigned to circle work, song teaching or games, such work requiring more knowledge than they have."

"Volunteers enter the game circle, story circle, morning and good-bye circle just as children, but they do not take any responsibility. They observe table work three days in the week, with the exception of three months, when they have charge of a class of children under the director."

The consensus of practice, as reported (16-14), is that practice teachers shall not be assigned to each phase of the kindergarten work.

Do you make out the general program?

Nineteen answer yes. New Orleans has a uniform program for the city.

One uses, "in common with all the public school kindergartens of her city, the program given by the supervisor. This program is the one used in various cities; its outline is practically the same wherever used; many of its details are furnished by working kindergarteners."

"Practice teachers, while working, are members of a regular program class, where the program originated by Miss Blow, and worked upon by the collective mind, is used. When the work planned is suitable for her children, she uses her regular program; when such is not the case, it is changed in her weekly conferences with the director."

"The programs are made out in class on Friday. At first I do it all, later they must do most of the planning."

"A general program is carefully studied. This general program is Miss Blow's. This has resulted in the working plans being similar, but the directors recreate it each year and improve method."

One answer states "That only principles underlying the aims, selection of material and of subjects, the arrangement of matter, selection and use of materials, the special environment of the child are discussed. The working out of the ideal program is observed in connecting class work."

Another: "As a rule, subjects are suggested to the students by the director. Students then arrange practical program. These are in turn submitted for criticism. The best points are retained. Then the director suggests others until a final working program is agreed upon."

One director says: "We have a general program in which is indicated what the students are to do. I suggest method."

One supervisor says: "The general program serves as a general background and foundation stone in making out working plans for practice teachers."

2. What relation does this bear to the working plans of the practice teachers?

Two supervisors give broad outlines to be filled in specifically.

Students in one normal school practice making working program, which is criticised before being put into use.

The answers to this question make apparent the fact that the general program which nineteen report in use is produced in three ways:

1. By individual directors. 2. By different supervisors. 3. Has been produced by accumulated experience.

We are all aware of steady growth in the kindergarten movement. This question of a general program is vitally connected with the history of that growth, marking as it does steps in its evolution.

Those of us who in any form have been using such a skeleton of the year's plan as that which moves from the child's immediate relations and experience to his relation to his family, civic society, the State, the church; have been using the plan which was outlined in the pioneer days of the kindergarten. The accretion which it has gathered from individual workers is giving it form. Its history can be traced thru two decades and over the length and breadth of the land.

To what extent do you take charge of the children yourself for showing approved method?

"At least once a week for all but occupations." "Each week during one of the periods." "One week in every four."

"Entire charge fully one-third of the year, and am in the kindergarten thruout the entire morning during the year."

Five take entire charge at first or for one month—then introduce each new gift.

One supervisor says: "Whenever I think example would speak more plainly than precept."

Two say, often, either to illustrate method or to correct faults; ten directors take all circle work; some only table work for criticism; four directors take full charge, students given periods of observation; in two kindergartens students observe one month before taking a group of children.

"I have full charge of the kindergarten," says one director, "and give gift and occupation lessons regularly. First year students observe this work and frequently second year students observe gift lessons and assist in occupation lessons in my division before they are given a division."

"The director and paid assistant in each kindergarten have charge of circle and table work. The kindergarten director has complete charge of the table work of the oldest class of children *always*. Volunteers may always observe her work."

Six answers out of thirty indicate directors taking entire charge. This seems to show a lack of attention to a systematic development of method.

Upon what points do you criticise the work of the practice teacher?

Power or lack of discipline mentioned by eleven; seven, method; five, preparation of lesson; six, manners, *i. e.*, courtesy, etc.; six adaptability to children; six, general neatness; six, conversational and singing voice; six, general attitude; three, play spirit; three, physical bearing; one, results she is able to get from the children; four, care of material; six, criticism of making of plans, program of gifts and occupations, preparation of plans of work; general helpfulness and willingness; use of English mentioned by eleven; one states that "Criticism is made upon every phase of kindergarten work, circle talk, table work, etc."

What is your method of making criticisms? Do you make them personal and individual or impersonal and general? Are they oral or written?

Eight, personal and individual; impersonal and general; both thirteen. Eight, oral; written; both fifteen.

"1. I generally talk over a lesson I want to criticise and point out what seems to me a better way. 2. I make them personal."

"If the teacher can apply the criticism from a general and impersonal talk to the group of teachers, I usually prefer that means. If not, I have a private talk with her and watch to see that she grasps and uses the suggestion."

One normal teacher says: "At the end of a student's assignment I make personal criticisms covering the entire practice."

Another: "We use the oral method where the class will be benefited by the criticism; it is made publicly, using the student's name. At the beginning of the term the students, as a body, decide on the method of criticism. They always, I find, decide upon class criticism. Something decidedly personal, however, I talk over with that student alone."

Another: "With but very few exceptions my criticism has been oral. It has been both personal and general."

I would call attention to this answer, which seems to me pertinent, since it emphasizes suggestive criticism: "I generally talk over a lesson I want to criticise and point out what seems to me a better way."

What conferences do you have with practice teachers?

Twenty report weekly meetings, when the work of the following week is carefully gone over with practice teachers, also short talk at the end of each morning on the day's work; three report no definite time! ten report daily conferences.

One director has her conference with her practice teachers each

Friday afternoon. Conferences are also held each week with the supervisor.

One reports very clearly her work with her assistant: "I have a weekly conference with her in which she tells me of the work she has done; what lying in the nature of the gift itself she has already brought out and what still remains to be brought out. We talk over and plan lessons and methods of giving."

One director is able to have "daily discussion of lesson taught and to be taught; daily discussion of general principles and problems arising in the work."

Another says: "Program day is a general conference day, but it is often necessary to consult between times."

These answers show an encouraging sign of thoroughness.

Since twenty report weekly and daily meetings it is evident that there is much regularity in such conferences.

What is the effect of practice teaching upon the children?

Five think the effect bad. One because of varying standard of discipline (normal school).

"For the practice teacher to have responsibility of any period of work results in chaotic work or arrested development."

Six report general effect good; five say that it depends largely upon the quality of the practice teacher; fourteen report no ill effects observed. Reasons given:

"No ill effects because the director works so much with the children."

"Children may gain in three months' changes by acquiring new and interesting ways of doing things. If the director is watchful little harm can be done."

"Practice teachers do not teach before having a year's training and then their work is done with thought and preparation."

Since answers to Question 2 show that practice teachers are kept as much as possible from taking direct charge of the children the fourteen answers to this question stating that no ill effects are noticed in the practice teacher's work with the children are significant.

These answers show division of opinion. Thirty answers are divided into four groups in this proportion: five who see bad effects, six who see good effects, five who say effects depend upon practice teacher, and fourteen who see no ill effects.

The fourteen who see no ill effects of practice teaching upon the children express the consensus of opinion.

To what extent do you aid your practice teachers in observing children along child study lines?

I copy various statements from the answers:

"Note sense peculiarities and nervous tendencies." One city uses Syllabus and Russell methods. Record of each phase of work; three report record book kept by each student for observation of

children at her table; "Supply general outline of child study, frequent informal conferences regarding special cases"; "We make out charts in the study of a few children"; "Written observations"; five say we at times discuss traits of individual children; seven report no work.

One says: "I encourage them to look for illustrations of those points which have been brought to their attention in their child study work at the normal school."

Another: "This normal school requires me to aid all practice teachers by giving them opportunity for observation of different types of children and supplying references."

Another: "I supply a general outline for child study and give frequent informal, individual conferences regarding special cases."

Another: "I point out traits in individual children—observation of the effect of the kindergarten upon them, also tell why I take certain measures in regard to various cases and talk over different temperaments which need different treatment."

"I suggest ways of working with and meeting physical and mental deficiencies of children ——"

We do not go into detail with what is commonly called child study, *i. e.*, critically examining each child and keeping daily records."

Miss Mina B. Colburn was in charge of Part II, the questions being:

PRACTICE TEACHING FROM THE TRAINING TEACHER'S STAND-POINT.—The summing up shows that nine training teachers are also supervisors of teachers; seven require written records of the teachers; fourteen make careful supervision of the students' work.

Nine training schools require practice teaching thruout the course of two to three years; six require practice of one and a half years; eight expect one year of practice; ten weeks is the shortest period required.

To the question "Is it best for the practice teachers that all the directors under whom they work should hold your own general views?" nineteen reply "Yes," three accept differences in minor points, five think widely different views are beneficial.

Eight give a regular weekly inspection to the teaching plans presented by students.

Fifteen hold bi-weekly conferences with their directors.

Seventeen hold conferences with their practice teachers.

Five use systematic observation as a means of training; two utilize definite observation.

Five have a definite amount of primary teaching; eight include no practice, but some observation.

One graduates wholly upon written examination; five graduate mostly upon general efficiency.

Seven think there should be more attention given to the actual concrete child.

PRACTICE TEACHING IN KINDERGARTEN TRAINING.

Miss Alice E. Fitts, of Brooklyn, N. Y., was responsible for the data of Part III.

THE GRADUATE'S VIEW OF PRACTICE TEACHING.—There were thirty-two replies. Twenty-three found their practice teaching had been such as to prepare them best for after graduation work. Eleven found the plan-making had given them an insight into the fundamental needs and interest of children. Eight replied negatively. Some found the children had not been considered enough. Twenty-two found the dealing with the children was such as to give the principles underlying control. Twenty-two found the work tended to cultivate the spirit of inquiry toward educational problems. Two did not. Some found practice days too perfunctory.

From their experience nine of the graduates would advise immediate practice work. Others would wait six months before beginning actual practice. Others said the ability of the student should determine the time of beginning the practice.

Twelve thought the present training course ideal. Twenty-two wished for modifications as to practice teaching. "Practice teachers would like to see good lessons given once in a while." Others called for shorter schools of sewing, cutting, etc., more basketry and iron work. More concentration on strictly kindergarten work.

Others called for modifications in length of course. More time, two and a half years' art culture, the great literatures and art; less practical work.

SHOULD JUNIOR STUDENTS HAVE PRACTICE TEACHING?—Miss Amalie Hofer, of Chicago, summed up the data as follows:

The consideration of this series of practical questions has reviewed the entire business of kindergarten training in a searching and highly profitable manner, and the chairman of the training teachers' convention deserves great credit for having secured such practical results.

The most comprehensive question in the interesting report you have just heard is without doubt the first:

"Do you approve of students beginning practice teaching at the beginning of the course? If so, why? If not, why not?"

As you have already heard, fifty training schools were asked this question, twenty-six responding with frank answers, which were supported by straightforward and familiar reasons. The twenty-six schools would seem to be equally divided (quite to the extent of being a tie) so far as their actual procedure is concerned, one-half giving juniors no practice in the first year, the other half giving some, varying from four to eight months.

All of the twenty-six believe in some observation, while nine are emphatically opposed to any practice whatever in the junior year. Of these nine, however, three state that they have never had junior practice, and so do not know the merits of the other side.

It would be valuable to know how many of the remaining six who stand for a full year of observation have tested the other plan of part practice and part observation.

The most striking items in these returns is that not one of the twenty-six schools believes in or provides for all practice without observation in the junior year. Two training teachers who give tribute to the benefits of having exceptional students begin practice and study together, altho one of these does not so conduct her junior class.

It is possible that the rest of the fifty training schools not heard from begin practice and study simultaneously. It would be interesting to have the committee secure such information.

The following statements express the unqualified position of three strong training centers against junior practice during the first year:

"All students, even the best prepared, need the first year for *study*, that they may have a sure foundation for later practice. Effective practice teaching and study that demand real effort and much time *can not* be carried on at the same time by junior students."

(No experience with students who have practiced in the first year.)

Another:

"First and foremost, it is not good for the children. Observation should precede practice under ideal conditions. The *beginner* who has not observed good teaching and has not been led to realize fundamental principles *is not ready to begin.*"

(Also no experience with students who practiced in first year.)

Again:

"Students should know something of the theory of the kindergarten before they attempt to apply it. They need to be taught how to think and how to study when they first enter upon their course of training."

This training teacher adds:

"There is no comparison to be made between the work of the two classes. Those who have had our junior work begin intelligently; the others work blindly."

The testimony of the schools which favor part observation and part practice is based on an acquaintance with both classes of students—those *who have* and those *who have not* had preliminary training or class work. The majority of these explicitly state that all junior practice should be under careful supervision and with able directors only. One specifies that there should be a few weeks of introductory observation with each new direction.

That the preparation for practice should be carefully graded would seem to be one of the strongest arguments on the side of no practice, but this reason is merely alluded to in one of the reports. On the other hand, those in favor of part practice and part observation seem to have had the pedagogical principle more clearly in mind.

The strong majority of these give good reasons for limiting junior observation to the first three months, to be followed by graded stages of responsibility. I quote from the reports of three well-known schools as follows:

"I think circumstances alter cases; a gradual working into practice is helpful where students have not heavy work in other subjects. * * * About the third month I would allow them to assist with occupations, and gradually to work into a little more practice, but only under a competent director who could criticise."

"I approve of having students begin after three months' preparation, as a certain amount of directed observation, twice or three

times a week; class instruction along such lines as will develop sympathy for child life and insight into child nature."

"I think observation should precede practice for at least three months. In this time enough of a beginning may be made in the training school to enable the student to have some idea of the aims, ideas and practice of the kindergarten and of the right attitude toward children. They can have had the first three gifts, five or six occupations and seen twelve kindergartens."

The subjects recommended by those who would give the entire first year to study would seem to comprise the regular theoretical instruction, the two following being the most explicitly stated, and both being conducted under State normal schools with large faculty to draw upon:

"During the junior year the juniors study kindergarten theory, gifts, games and occupations, with daily observation in the kindergarten. They also study music, drawing, composition, biology and psychology."

"Preparatory work for one year, which includes a study of the primitive period of racial development, a study of the contents of children's minds and of children's interests, made through observation, intimate association and conversation; a study of the psychology and physiology of childhood; familiarity with present-day educational principles and their application in the kindergarten; work in physical culture; preliminary training in the use of music, drawing and materials generally."

Psychology is mentioned as a study for the junior year only by the two schools from which we have just quoted.

The postponement of practice in the second year is favored by two in order that the general scholarship of students may be raised; four mention the advantages of time for general culture and special child study, while one suggests (no doubt in humorous vein) that there are exceptional cases, where a girl's mind works slowly, when she may not have the spirit of the whole kindergarten system revealed to her until the end of the junior year.

The suggestion that observation in primary grades should be made in the junior year brought but meager response from the writers of the reports, only seven out of twenty-six giving it attention.

So long as training schools are made up of an ungraded stu-

dent body there must be individual exceptions and considerations. However, the qualifications for admission should include such character qualities as would admit a young woman reasonably early to responsibilities in morning practice.

There would appear to be three important changes in general kindergarten conditions, which have come about gradually and recently, and which necessitate an adjustment in the plans for practice of students in a two years' course, namely, the study courses are growing heavier in every respect; the standards of admission are higher, and so prolong the preparation time of students; the establishment of systems of public kindergartens which demand cadet service. Training teachers in contact with these growing problems are obliged to make adjustments, as well as privileged to test and study the various methods of solving the problems.

In the matter of appointing cadets to suitable places of practice, the supervisor or training teacher should have the discernment of the diagnosing physician. The ideal conditions for safe practice work involve several important elements:

First—There should be a series of well-directed kindergartens, including mission, public- and private-school kindergartens, accommodating children of various classes.

Second—The directors of these kindergartens should be graduates of, and in open coöperation with, the training school where practice students are receiving their theoretical work.

Third—The training program should take into full account the exigencies of these kindergartens and their directors, as well as the interests of students.

Fourth—The directors should act as a responsible group of advanced students and know the general nature of assistants fully before they come to them; should conduct teachers' meetings to the inspiration of cadets, and report regularly to the training school concerning the growth of assistants.

Visiting days should be provided thruout the course for both directors and assistants, and a period of two months' surcease from practice should be arranged for the senior year.

In the opinion of some kindergartners, especially student juniors, the period spent in observation is a greater physical and nervous strain than the more active work of assisting, even to the details of arranging cupboards, etc. To observe for one whole year

in one and the same kindergarten would be quite an undertaking for any adult.

During observation the program of the training school should be adjusted to give, not the heavier subjects, but those of more relaxing nature, because more concrete, such as games, modeling, music, sympathetic mother-play studies, etc. It is also suggested that observation should be arranged for alternate days or for three days in the week, the other forenoons being used for class sessions or class preparation.

However, the arguments used by those who call for a full year of observation do not emphasize this consideration.

The problems of the training school are greatly diminished, indeed, by eliminating junior practice, and the training teacher and supervisor (if such there be) miss that exquisite torture that comes thru keeping the balance of student energy equally divided between class work and morning practice.

One of the most serious disadvantages of having all observation and no actual practice is that students continue to think in terms of *adult experience* instead of acquiring that rich store of incidents from actual life with children, which makes it possible for them to think in terms of *childish experiences*.

One of the training teachers states in her report that "*ordinary students* should not be allowed to practice during the first year." The *ordinary student*, I take it, is the one who knows naught of that intimate heart-life which mothers may have with true and trusting children. Should not the *ordinary* student be just the one to be put in the way of baby-table experiences—of course, in the right way?

Thru these answers to these important questions one can not fail to note several radically differing points of view held by the writers, which might be crudely grouped as follows:

Those who place the development of the system first;

Those who place the development of the student first; and

Those who place the development of the child first.

The training teacher's problem, if not her duty, is to make an intelligent synthesis of these three phases of the work, placing the development of the child foremost and the good of the system and the strength of the graduate second—but always in the name of the child and in the spirit of Him who placed a little child in the midst.

Between parts II and III of the reports on practice teaching came a pleasant intermission at 6 o'clock with a dinner given at the charming Genesee Valley Club House by the Woman's Educational and Industrial Union to the visiting supervisors and training teachers. So attractive was the occasion that it was with difficulty the company disbanded in time to begin the evening exercises at 9 o'clock, which had been booked for 8.

Wednesday morning the regular sessions began in the very beautiful assembly hall of the East High School. The invocation by Rochester's Unitarian prophet—poet W. C. Gannett—voiced the aspirations of those present, as it expresses the warm prayers of all kindergartners:

Father, we are all Thy people; we are all Thy little children. Some are older, some are younger.

We thank Thee that we live in a time when the world is growing homelike, when the older ones are eager to take care of the little ones, when arms are stretching out to help, when tones are growing full of love, when minds are full of thought for others.

We thank Thee for our heart in the work; that it is given unto us to put our arms around the little children, to set them in the midst of happy things, and make it beautiful for them to be alive.

We take Thy work home to our hearts, humbly, gratefully, looking as mothers look, their children in their lap, on them, and then to Thee, to give the wisdom of the loving heart, to give the wisdom of the watching eye, to give the wisdom of the tender tone, to give the Christ touch in their fingers. Amen.

Dr. Rush Rhees, president University of Rochester, then, in his cordial welcome, awakened anew the sense of responsibility in each member of the union when he said:

We welcome you because we value that which you represent and because you will leave with us a clearer conception of that which is best in the education of our children. You give us a clearer conception of what is to be done and a more certain judgment regarding the means to be employed in its accomplishment.

Miss Laws, the gracious, just and open-minded president, replied most happily, making a special point of the noteworthy fact that the interest in the convention of kindergartners was shared alike by the local kindergartners, the board of education (which had extended an invitation to the union to hold its meetings there), the local university and the school patrons in general.

Reporting for the committee on propagation, Miss Lucy Symonds told of literature distributed in sections where there are few kindergartens and of a traveling library for the use of the children which is to be sent to Charleston, S. C., by the Eastern Kindergarten Association of Boston and to be in charge of the local Free Kindergarten Association.

The report of Jenny B. Merrill for the committee on foreign correspondence is of special interest, widening, as it does, the horizon that forms our larger kindergarten circle. We give it in very slightly condensed form:

FOREIGN CORRESPONDENCE.

The foreign correspondence of the union having grown to a considerable extent, it was decided by the executive committee to relieve the secretary by appointing a committee on foreign correspondence, with the second vice-president as chairman. Two other members were appointed to work with the chairman, namely, Miss Mary Jean Miller, of Marshalltown, Iowa, and Miss Minnie M. Glidden of Brooklyn. There have been no meetings of this committee, the work having been conducted entirely by correspondence.

The chairman requested Miss Glidden to conduct the German correspondence and also to write to New Zealand and Egypt. Miss Glidden, in response, has written to leading workers in Berlin, Dresden, Cassel, Eisenach, Leipzig and Breslau. She has received in reply four long and interesting letters, several catalogs and circulars of kindergarten schools.

Dr. Jenny Asch, of Breslau, speaks of the number of our American school kindergartens, evidently meaning public kindergartens, as "a story almost impossible to believe, but an example worth striving for in the highest degree." The same writer expresses great interest in our summer schools, saying the same work has been introduced in Breslau, but not in such an expensive way. "It appears," Dr. Asch writes, "that our old Europe has not so many dollars to dispose of as the new world, America." She speaks of an Institution for Children's Nurses. She complains that while the school authorities give recognition to the efficiency of the charitable kindergartens, they refuse material means. But Dr. Asch bravely adds: "But as long as we do not attain the State pension for them, and the joining of the kindergarten to the school is refused to us in Germany, just so long must we continue to struggle for it."

A letter from Fr. Mecke mentions the effort to secure kindergarten students of the same grade as applicants to a teachers's college, adding: "If all kindergarten training schools adhered to this principle, we would not have so many half trained kindergartners."

The same writer mentions the Recreation hours for Mothers of the people. She says: "We assemble thirty to fifty mothers of the poorest classes. They bring their children and babies with them. While one seminarian is entertaining the children with Froebel's occupations, in the next room we entertain the mothers with anecdotes and suitable suggestions concerning education and health regime, while at the same time we serve them coffee."

"In the summer when we assemble in a garden I also lead the mothers to play together. Our students visit the poor and often joyfully report the application of the instruction received during the Mothers' Recreation hours." Affairs are conducted in a similar way in the club for orphans who have left school. A few times during the year the fathers are also present. Such a parents' meeting bridges all social inequalities. Interest for the children unites all.

Fr. Mecke also mentions a course for mothers of the educated classes and a post-graduate course for teachers to which she invites American kindergartners, speaking of the beauties of Cassel in nature and art as an added inducement. Fr. Mecke has been a kindergarten thirty-one years and is the last pupil of the Baroness von Bülow.

The letter from Miss Hooper, dated Duneden, New Zealand, March 14th, is of especial interest as Miss Hooper recently spent a year in America on the Gilchrist Scholarship. Miss Hooper expected to find the Victorian government prepared to start kindergartens as a part of the public school system but upon arrival, she says, she was painfully undeceived. She finds that only the handwork of the kindergarten is wanted. She says she has had to fight this idea until she sometimes wishes the term kindergarten had never been invented. She accepted the situation and bravely set to work to infuse the primary teachers with something of the kindergarten spirit, "so as to make school a little more homelike and childlike. Many who were getting home-sick have taken a new lease of their professional life."

The Free Kindergarten Association of Sydney has five free kindergartens and a Training School and Home. This home is under the direction of our Frances E. Newton, from whom your chairman has received a letter with the circular of the Kindergarten College and Froebel Home of Sydney, for 1903.

Miss Newton reports a Kindergarten Club for kindergartners, mothers and teachers of forty members. This club intended to join the I. K. U. Miss Newton agrees with Miss Hooper in saying that the educational methods she has observed in New South Wales are far behind the times, but finds earnest men and women working on the school problem. Miss Hooper thinks the outlook brighter in New Zealand than in Australia. She speaks of her curiously American address, viz., Pacific St., Nevada, Duneden, N. Z.

To Miss Mary Jean Miller was intrusted the correspondence with England, Canada and Denmark. A full and interesting response is the result in letters from Mr. H. Keatley Moore, president of the Froebel Society of Great Britain and Ireland; Miss Adelaide Magge, Blackheath Kindergarten Training College; Mr. H. Court-hope Bowen, president of the National Froebel Union. Six letters have also been received from Canada. Your chairman secured early in the fall a list of the Ministers of Education of all countries from Dr. William T. Harris. Miss Miller has written to twenty-five of these government officials, but the returns have not all reached us. We have heard from South America and Mexico. We hope to report upon more foreign countries next year. It seemed time to extend the knowledge of the existence of our International Kindergarten Union to all countries, and we hope the letters sent will arouse at least a question, if none has arisen before, in the minds of those addressed by our committee.

The report of the corresponding secretary, Miss Evelyn Holmes, of Charleston, showed a total membership of 7,730, to 7,672 for last year.

REPORTS OF DELEGATES.

The reports of delegates then followed, numbering eighty-seven delegates. We give only such as may prove useful as propaganda to those interested in establishing kindergartens in untried territory; in strengthening the half-hearted or wavering; or in offering particularly practical suggestions.

Miss Effie Miller reported for Superior, Wis., that their superintendent, "Mr. Jackson, has been a hearty coöperator and sympathizer and helper in all our undertakings. He was the prime mover in organizing our local club, which meets bi-weekly, being the president for the past year."

Miss Rubel, of Savannah, speaking for the Kate Baldwin Free Kindergarten Association, reported five free and one private kindergartens supported by the association, besides four private kindergarten in the city. Each kindergarten has its Mothers' meetings, in which questions relating to mothers' problems are discussed and basketry and clay modeling are taught. Thru the influence of the kindergarten manual training is about to be introduced into the public schools of the city, two of the teachers to be chosen from the graduates of the Kindergarten Association.

The New Haven Association of Kindergartners shared their privileges upon occasion by inviting the primary teachers to attend

a talk by Mr. Neidlinger upon the "Child—His Voice and Song," and they responded in large numbers. Such coöperation can not be too greatly encouraged between the kindergarten and grades.

Training teachers will be interested in the plan being tried in Cincinnati of "requiring only one term of practice work in the junior and senior years, thus giving five months in the first year for preparation for practice and in the second year five months at the end of the term for a summary of the two years' study." There is practical coöperation between the kindergartens, the public schools and the university. The Superintendent of Associated Charities addressed them upon one occasion.

Miss Holmes, speaking for the Kindergarten Association of South Carolina, said that there was no prospect of public school kindergartens for many years, chiefly on account of lack of buildings; the way is now well established for free kindergartens at least half supported by the city. The association is working with the federation and clubs in sending libraries of fifty or one hundred volumes into isolated sections of the State.

The Association of Public School Kindergartners of Manhattan and the Bronx has a nature study committee that distributes nature material; plans outings for the kindergartners, and has charge of the circulation of pet animals such as rabbits, birds, turtles, etc. The child-study committee collects and formulates data on various aspects of the child's development. The collection of data on "Children's Ideals" was given to Prof. Earl Barnes, who used it for a basis for an article which appeared in *THE KINDERGARTEN MAGAZINE*. We have also collected data on children's "Observation of Pictures."

The Rosemary Baum branch from Utica, N. Y., has been instrumental in forming a P. T. Association, which includes teachers and parents of children in all the grades.

The Golden Gate Association, established twenty-four years, reports receipts for the past year of over \$30,000 and disbursements of \$16,000. It expects, before the year closes, a legacy of \$5,000. Mrs. Hearst and Mrs. Stanford have been subscribers since the beginning.

The brief report of Maude C. Stewart, of Syracuse, N. Y., closed with their counselling motto, "Keep thou an open door between the child's life and thine own."

A pleasant contrast to the morning's routine was the charming luncheon served in the Asbury Methodist Church by the association

of Officers of Mothers' Clubs. Two hundred and seventy-five sat down to the beautifully decorated tables, the pretty name cards being the work of the students.

Luncheon was succeeded by tally-ho tours to charming Kodak Park, where amidst beautiful landscape effects stand the twenty buildings of the world-renowned Kodak Company and where as a reward for standing for a brief moment, with a pleasant expression upon the universal countenance, each kindergartner received a remarkably fine picture of the group, measuring 6x8 inches, finished in the short time of one and a half hours.

At 4:30 the Board of Managers of the Mechanics' Institute served tea in the delightful rooms of the building and 8 p. m. found delegates and visitors assembled once more in the High School, where Mrs. W. A. Montgomery, Commissioner of Education, welcomed them in most felicitous manner, paying tribute not only to the great woman at whose feet we first studied symbolic education and to the author of the Finger Plays, but "we greet the rank and file as well, for however the leaders may be, it is certain they would not be leaders if they did not have the rank and file to follow them."

Dr. Jennie B. Merrill, supervisor of kindergartens in New York City, brought greetings from the Department of Kindergarten Education of the N. E. A., of which she is president. Speaking of the I. K. U. as a development from the Kindergarten Department of the N. E. A., Dr. Merrill continued in words of great import:

The new organization went a step beyond the old in becoming international. The kindergarten department of the National Educational Association, in sending greetings to its younger sister, recognizes the value of this closer organization and that it has a special work to do. At the same time it urges upon its members the duty of still earnestly supporting the kindergarten department of the National Educational Association. The kindergarten department of the National Educational Association warns its strong young sister inasmuch as she stands alone. In the National Educational Association kindergartners stand shoulder to shoulder with all the other departments of educational work in the country, and we are constantly finding beneficial influences and opportunities because of these relations.

This year especially we are privileged to add greetings from the elementary department, for we have the honor of having a supervisor of kindergartens at the head of the elementary department of the National Educational Association, as well as at the

head of the kindergarten department. One joint session of the two departments at St. Louis was an inevitable consequence. The presidents of the two departments have secured speakers, who will study the exhibits as far as possible before the meetings in July, and who will point out to us the relations that can be traced thru the exhibits between the kindergarten and the school.

She also called attention to the valuable address of Richard W. Gilder given at the N. E. A. in Boston last year and brought to the Rochester I. K. U. as an offering from that body in convenient pamphlet form.

Miss Anna W. W. Williams, Supervisor of Kindergartens in Philadelphia, followed with a brilliant and witty address upon "Kindergarten, the Right and Wrong of It."

Dr. Richard G. Boone, of Yonkers, editor of *Education* and Superintendent of Schools in Yonkers, N. Y., then gave a valuable and most interesting address upon "Stages of Moral Growth." And the evening's feast of good things closed with an address upon the "Unity of Education" by Dr. Charles F. Thwing, president of Western Reserve University, Cleveland. These papers will appear in a later number of KINDERGARTEN MAGAZINE.

PARENTS' CONFERENCE.

Early Thursday morning the High School was the meeting place for the Parents' Conference. Mrs. Marian B. B. Langzettel being unable to be present, Mrs. Stannard, of Boston, presided in her usual gracious manner. Many mothers were present.

The subject for discussion was:

Has Not the Time Come when Education Should Prepare for Parenthood? In What Should Such Education Consist?

Mrs. Andrew MacLeish, of Chicago, formerly president of Rockford Woman's College, gave the leading address, a most significant one we hope it may prove to be. See first article in current number of the KINDERGARTEN MAGAZINE.

Many good things were said in the following discussion by Mrs. W. E. Belknap, of New York; Mrs. Robert Hoe Dodd, of Montclair, N. J.; Mrs. Buchanan, of Pittsburg, and others.

One speaker suggested that in the colleges should be studied the philosophy of the kindergarten. So much is the attitude of the woman of today against motherhood, the kindergarten will surely help solve the problem.

Mrs. Hughes, of Toronto, suggested that girls in High School be led to help in the kindergartens in play and so keep alive the maternal feeling. Let them play with the children and love them. Mothers need to play.

Mrs. Gannett thought that we spoiled things by hurrying. The positive and aggressive methods are not always the best.

Miss Harrison suggested that the high school is the college of the people and includes the future fathers. There is work to be done there.

Make the great question the religion of the future and all the practicalities will be added. The great thought of life is the human soul and its possibilities.

Some one thought boys could get in the playground with younger children something that the girls get in the kindergarten.

Mrs. MacLeish believed the reform should begin in college in order to give dignity and importance to it, but should not end there. There is such a department now in the University of Chicago.

In Wisconsin, in a woman's college, is a department for the study of home-making. It started on a free basis and is now a salaried department.

The meeting was honored by the presence of Miss Susan B. Anthony, veteran of the woman suffragists and much loved in Rochester. She said a few encouraging words to the audience, the majority of whom little realize the heroism embodied in the little woman speaking and the debt owed by women of today to the pioneers of yesterday. Upon resuming her seat the beautiful Chautauqua salute was given with the enthusiastic flutter of white handkerchiefs. Miss Anthony said:

I must say a word to you, as I represent the first organization of women ever effected in this country, excepting, possibly, one which was formed at about the same time in New York City. The National Woman Suffrage Association was organized in 1848, and the greater part of you are the children of women who first asserted their right to be heard on a subject that had much to do with the training of their children.

The subject before you for discussion is one of the most vital interest, and if, after threescore years' agitation of the woman suffrage question, you have arrived at the conclusion that it is best to teach the child the duties of parenthood, I am glad. It is a great thing, and it is time that it received the attention which it deserves.

It was given out that the following committees had been appointed: Necrology—Miss Laura E. Poulsson, of Leicester, Mass.; Miss Annie M. Stovell, of San Francisco; Miss Abbie N. Norton, of Portland, Maine. Time and Place of Next Meeting—Miss Ella C. Elder, of Buffalo; Miss Lucy Wheelock, of Boston, and Miss Patty S. Hill, of Louisville, Ky. Resolutions—Mrs. John N. Crouse, of Chicago; Miss Grace Barnard, of Oakland, Cal., and Miss Netta Faris, of Cleveland, Ohio. Credentials—Miss Field, of Cincinnati; Mrs. S. S. Harriman, of Chelsea, Mass., and Miss Helen Orcutt, of this city.

The afternoon program was in charge of the Committee on

LITERATURE, LIBRARY AND MAGAZINES.

Miss Emilie Poulsson, so well known as author of the beloved *Finger-Plays*, was chairman. Miss Maud Lindsay, of Tusculum, Ala., told several charming stories in a manner that was enthusiastically received by the delighted audience.

Rev. A. A. Berle, of Boston, gave an illuminating paper upon "Child Types in Literature," and Miss Mary Emogene Hazeltine, of Prendergast Library, Jamestown, N. Y., spoke earnestly upon the Coöperation of Librarian and Kindergarten. She expressed the desire of the librarians to be of service to the kindergartners and said that kindergartners did not take advantage of their opportunities in this direction. What she said will be given in more detail in the September number of *THE KINDERGARTEN MAGAZINE*.

An invaluable part of the program was the exhibition of picture and other books for children from four to six years of age displayed thru courtesy of Mr. H. L. Elmendorf, of the Buffalo Public Library. Miss Rose, of the Children's Department of the Buffalo Public Library, and Miss Hazeltine were in charge. The kindergartners fluttered round it like bees, minds receptive, note books in hand.

Another enjoyable privilege was the visit to the private art gallery of Mrs. William S. Kimball, where many masterpieces were to be seen and where Mrs. Kimball graciously received her guests, assisted by Mrs. Cook, Mrs. Granger, Mrs. Hollister, Mrs. Mitchell and others.

From eight to ten p. m. was held an unusually delightful reception at the home of the President of the University by the faculty and trustees. The beautiful rooms opened into each other in an

unusual manner and the social spirit animating the cordial hosts made an evening long to be held in happy memory.

BUSINESS MEETING.

Friday morning was devoted strictly to business. The president, Miss Laws, told of various changes in the constitution which had been carried out by the executive board as the results of suggestions advanced at the two conventions preceding the present. One of these called for the retirement of three of the executive officers each year, while three remained in office. The nominating committee had this in mind in preparing the ticket which was sent out to all the branches some months ago in accordance with rules adopted last year. The ticket was adopted unanimously and accordingly the officers for next years are: President, Miss Laws, of Cincinnati; vice-president, Miss Alice E. Fitts, of Brooklyn, N. Y.; second vice-president, Dr. Merrill, of New York; recording secretary, Miss Emilie Poulsson, Leicester, Mass; corresponding secretary, Miss Stella L. Wood, Minnesota; auditor, Mrs. Mary Boomer Page, Chicago.

The Committee of Fifteen reported as follows:

Miss Susan E. Blow, Cazenovia, N. Y.; Miss Lucy Wheelock, Boston, Mass.; Miss Annie Laws, Cincinnati, Ohio; Miss Elizabeth Harrison, Chicago, Ill.; Miss Patty S. Hill, Louisville, Ky.; Miss Fanniebelle Curtis, Brooklyn, N. Y.; Dr. Jenny B. Merrill, New York, N. Y.; Mrs. Mary Boomer Page, Chicago, Ill.; Miss Alice E. Fitts, Brooklyn, N. Y.; Miss Nina C. Vandewalker, Milwaukee, Wis.; Miss Mary C. McCulloch, St. Louis, Mo., in attendance.

Miss Stovell was elected to fill the vacancy caused by the resignation of Miss Nora Archibald Smith and the committee was enlarged by the admission of Miss Alice E. Fitts, Miss Nina C. Vandewalker and Miss Mary McCulloch as members, and it was given an international character by raising the number to nineteen and appointing Mrs. James L. Hughes, of Toronto, to membership.

The motion being carried that sub-committees be appointed by the chair and assigned topics for consideration, the following topics were formulated by Miss Blow: Psychology; Materials and Methods, including plans of work and Symbolism.

It was voted to hold a meeting of this committee in New York City December 28, 29, 30, 1904.

The recommendation of the Committee on Literature, Library

and Magazines with respect to the collection of historical data in the various localities was adopted, and it was decided that the data to be thus collected should contain all of the essential features with respect to the early beginnings of the kindergarten movement in the respective localities; that the reports should be made as complete as possible, yet not too voluminous, and that these be sent to the chairman of the Publication Committee for the coming year.

The Finance Committee's recommendation that all bequests be set aside as a permanent investment fund was carried.

The Finance Committee further recommended that life membership dues be invested and that that matter be referred to the Executive Board for action; further, that as the resources of the I. K. U. are at present inadequate to the necessary expense of conducting so large a body, that members shall as far as possible secure new members so as to increase the yearly revenue; further, that great discretion should be used in voting appropriations or money from the floor, and that all such matters should first have the approval of the Executive Board.

Attention was called to the necessity of having complete histories of the movement to be placed in the hands of newly elected officers upon their incumbency to office in order that they may fully acquaint themselves with the past history and policy of the I. K. U. so as to be better advised as to their duties.

The president requested that back numbers of the reports be sent in to the president in order that they might be bound in permanent form for the purpose above recited.

The advisability of having a proper place in which to store the permanent records of the association was broached by the chair, and on motion the president was authorized to communicate with Hon. W. T. Harris, United States Commissioner of Education, with a view to ascertaining whether some suitable place for filing such records might not be found in Washington, D. C., that being a central point and easily accessible.

One of the important transactions of the day was the proposal for honorary membership in the I. K. U. of Dr. William T. Harris, United States Commissioner of Education, and Mrs. Alice H. Putnam.

Separate action on each of these was taken by rising vote. Both were unanimously elected and their election being declared the au-

dience, at the suggestion of the president, rose as a token of respect to the newly elected members.

By unanimous consent and in accordance with the provisions of the constitution relating to the amendments, the following was unanimously adopted as a section of the constitution to follow Section 2. viz., "Membership in the Union should be subject to the approval of the Executive Board."

Miss Alice E. Fitts, chairman, presented the report of the Froebel Memorial House Committee, which on motion was received. We give it in full:

REPORT OF THE FRIEDRICH FROEBEL HOUSE COMMITTEE.

At the annual meeting of the International Kindergarten Union, held at Boston in 1902, it was resolved to raise a certain sum of money (\$570) to send to Fraülein Eleonore Heerwart, of Eisenach, Germany, for the purpose of establishing a Friedrich Froebel Memorial House at Blankenburg, Germany, which was to contain a model kindergarten, rooms for visiting kindergartners, a museum and a library.

Each branch of the union pledged a certain sum of money and some private individuals pledged other sums. Thereupon Madam Kraus-Bolté, of New York City, was appointed chairman of the committee to act for the International Kindergarten Union in this matter. She sent out a printed appeal to all the kindergartners of America to assist in raising the amount to \$1,000. The amount was brought up to \$800 and the money sent to Fraülein Heerwart. Since then \$40 has been given for this purpose, but the remainder of the amount (\$160) has not yet been contributed. A year ago these statements were made. I have repeated them for the benefit of those who do not remember them.

In the original appeal the memorial was to be at Blankenburg because it was the place where the first kindergarten was started. Fraülein Heerwart had already the nucleus of this museum. She had in the fifty years of her life as a kindergartner gathered much valuable material together, and in addition, as the older kindergartners died, she had left her what they had collected that was valuable along the kindergarten lines. Added to this, Madam Froebel willed to her and to the museum a valuable collection of Froebel manuscripts and many of Froebel's own personal effects.

In 1899, when the I. K. Society of Germany held its meeting in Blankenburg, a piece of land was granted the society for a building site by the citizens of Blankenburg, with the understanding that it should be built upon within two years or be returned to them at the end of that time. Fraülein Heerwart then went to Blankenburg to live, expecting to spend the rest of her life there. She, however,

decided to return to Eisenach, and a committee of the German International Kindergarten Society, numbering fourteen persons, then decided that it was best to withdraw the money from Blankenburg and place it in a good bank at Eisenach, and change the place of the memorial from Blankenburg to Eisenach. This was done, and then a letter was sent to America asking for the approval of the American kindergartners in this plan for the removal of the memorial house.

The original plan for the memorial house, as we understood it, has also been modified. It is now planned, as we understand it, that the house shall be a permanent home for aged and indigent kindergartners in need of rest.

Meanwhile Fraülein Heerwart has found it advisable to separate the building fund from the memorial fund, so that the sums of money subscribed by various individuals should reach their proper destination, that there should be no question but that the money intended for the museum should go to the museum and the money intended for the building should go to that fund, so that no legal complications might ever arise.

This winter a report was sent by Fraülein Heerwart to the American Friedrich Froebel House committee, which she asked to have published in the December number of the kindergarten magazines, so that all could give assent not later than January 31, 1904, or their silence would be construed as consent. The report came too late for publication in the January number, not being received until December 23. It was published in the February number of the *Kindergarten Review*. I refer you to that issue.*

THE KINDERGARTEN MAGAZINE was able to put the report in their *January* number by substituting it for matter already set up. In this report Fraülein Heerwart has explained what she wished the world to know in regard to the present standing of matters relative to the memorial house. She has made the following points as facts calculated to show the wisdom of the moves she has made:

1. The committee living at Eisenach will, of course, take a greater interest and part in the administration of the house if it is built in that city.

2. Our aim has been to combine with the Froebel house a home for kindergartners in need of rest, and the choice of Eisenach as a place where comforts may be obtained, easy access and communication with other centers of culture, and possessing an intellectual life of its own.

3. Froebel's closing his connection with Blankenburg in 1844 and going to Marienthal, which is not far from Eisenach, to live the rest of his life.

*The Kindergarten Magazine was able to put the report in their January number by substituting it for matter already set up.

She then enumerates the difficulties in reaching all the other places where Froebel worked, showing the superior advantages of Eisenach.

4. A larger place than Blankenburg would be needed to make the Froebel museum accessible for study to the members of the International Kindergarten Society and to the Froebel friends from foreign lands.

It was, therefore, decided at the committee meeting of October 16, 1903, to send this account to the friends who have given their money to the Froebel House and ask their continued help. The committee is eager to settle upon a permanent place, so as to carry out its plans.

The last part of this report refers to the labors of Fraülein Heerwart in this project, and also in founding the International Kindergarten Society, in collecting Froebel's writings and matters of historic interest to kindergartners.

The members of the American Froebel House committee have had a difficult task before them, as Fraülein Heerwart's plans have been changed, and they have felt they scarcely had authority to acquiesce or consent in plans which were so different from the original ones. After consulting with the executive board of this union, they have decided to put themselves on record as follows:

1. That they express their hearty appreciation and admiration for all of Fraülein Heerwart's efforts, which are of as much benefit to American kindergartners as to German.

2. That the \$840 collected in America for the Froebel House at Blankenburg by the American International Kindergarten Union be now placed at the disposal of Fraülein Heerwart to use according to her best judgment for the temporary housing of the Friedrich Froebel Museum.

3. Owing to the change of plan for the erection of the building originally planned to be at Blankenburg and now intended for Eisenach, we would not press the raising of more money at present in this country, until we have a broader plan for the institution on more distinctly educational lines rather than philanthropic.

We can not close this report without making a statement in regard to the manuscripts which Fraülein Heerwart has in her possession. Some of these are very important and others less so. It would not take a very large sum of money to publish them in German and simultaneously in English. If the consent of the International Kindergarten Society of Germany could be obtained, we might have a valuable Froebel library in Germany available to Americans. As a matter of historic interest, all that Froebel has written (it would comprise, perhaps, a dozen volumes or so) should be accessible to the world.

Fraülein Heerwart's life has been one given to the cause and

we can not give her too much honor or give her too much recognition, and we hope that the interest in the Froebel House will not close with this first sum of money which has been sent, and that the present plans shall take a little more definite form and on a broader educational basis, so that all may unqualifiedly give their support and money to it.

Resolved, That Fraülein Heerwart be assured of our heartiest sympathy and coöperation in her desire to protect and make permanent the Froebel Memorial.

Resolved, That the \$840 collected by the International Kindergarten Union for the Friedrich Froebel House at Blankenburg be used by Fraülein Heerwart, in consultation with the German *Verein*, according to their best judgment for the Friedrich Froebel Museum.

Resolved, That we express to the German International Kindergarten Society our disappointment and regret in the necessity for the change of place for the memorial house, and at the change from the educational to the partially philanthropic nature of the memorial, and that we will not press the raising of more money in this country until we have the assurance of a broader basis for the institution on more educational lines.

Respectfully submitted.

ALICE E. FITTS,

Acting Chairman of the Friedrich Froebel Memorial House Committee.

April 29, 1904.

At the opening of the Friday afternoon session Superintendent Clarence F. Carroll, of the Rochester city school, gave a brief but appreciative address:

"I regret that the school superintendents and school principals have sometimes looked upon the kindergarten with indifference, as a necessary evil. The kindergarten, like most of the recent additions to the curriculum, has been demanded by public sentiment; seldom by the suggestion of teachers; often and generally in spite of the conservatism of prominent so-called educators.

"When a superintendent thinks it necessary to speak of the kindergarten he almost always thinks it necessary to say that many things about it do not meet his approval. *Occasionally would-be educators, leading writers or local critics rail at the imperfections of the kindergarten. But from a professional standpoint it is not the proper subject for sarcasm and should not be derided any more than should the lack of skill on the part of a primary school teacher.** The kindergarten has recognized motion and activity as the ruling forces in the life of a child. It has redeemed childhood from restraint and given freedom to all of its best instincts.

*Italics by editor.

"Indirectly the kindergarten has done still greater service for the elementary schools, preparing the child for them in a manner never known before. The kindergarten has won supremacy as the great light in education and is the hope of our civilization because it has dealt with the child and resolutely studied the child's instincts. The honest study of and contact with childhood has redeemed the world. In many of the large cities these vantage points have been securely gained, but only the large cities have the full advantages of the kindergarten assured, and even then in many instances it waits the convenience of the Boards of Education.

"Today, at least, I shall be an optimist, and I have sought to give full credit to this most remarkable body of women whose zeal and patience and skill and commanding influence have done much to work the mightiest change in modern educational history.

The "four hundred," who are often organized as a woman's club, are here an educational union, interested in educational legislation and reform and educational interests of whatever name. Thru the leadership of this association, in the thirty districts of the city are as many mothers' clubs, working in close coöperation with the teachers, in adorning the walls within and the grounds of the school buildings without. Never was there a time when you could appeal to your lay sisters with such confidence as now.

What effect does our profession have upon the personality of the teacher? Literature and our pictures of the old school represent the teacher as stern and without the joy of life in his countenance. But the gray-haired kindergartner plays the games, holds the sympathies of the children. She asks for no pension, for there is no retiring age. Here and there is an aged teacher who is in touch with all that is new and old in education. Such a life is a benediction and a source of strength in any profession.

Unity of education, based on a common knowledge of childhood and a divine interest in the promotion of interests, will make teachers very much alike in method and in purpose, and the kindergarten will have its share in bringing in this unity fully."

Following Superintendent Carroll's address came the three-minute addresses by some fifteen or twenty leading kindergartners. This crystallization into a few words of the wisdom of the "Mothers" of the kindergarten cause was a unique and successful innovation on the part of the Rochester kindergartners and should be tried again. Some of the good things said we quote:

Miss Lucy H. Symonds, of Boston said:

"I have found conditions (in Rochester) that I have hoped for all my life, and I have said to myself: 'If I could live to see the schools out of politics, then I would be willing to go.' But I have seen them out of politics, and now I don't want to go.

"I find here no politics in the School Board, and I am certainly

pleased to know that you have one woman school commissioner. I also find here a great many principals of schools who are women, but I find that they do not receive as high salaries as the men. Now in Boston the situation is a little different. The women there have the same salaries as men." She urged that the kindergartners discriminate between recreation and dissipation.

Miss Fanniebelle Curtis, of Brooklyn, said:

"I congratulate you, my fellow training teachers, upon the young and enthusiastic and well equipped kindergartners of Rochester, whom we see in this gathering. If your educators wish to keep them young and strong and vigorous, healthful and joyous and optimistic; if you wish to keep them where they are giving forth the best that is in them; if you wish to bring the kindergarten into close relation with the schools; if you wish the kindergartners to have freedom of soul; if you wish them to have a clear and an increasing vision of the soul-needs of a little child—put them in a one-session kindergarten."

Miss Curtis ceased speaking abruptly and took her seat. She was applauded long and vigorously.

"It is easier to be a philosopher about children, than a playmate with children."—Mrs. Hughes.

"Renunciation is a necessary condition of development."—Miss Patty Hill.

"If we love we can not help but know."—Miss Page.

"We should learn to laugh in God's name."

"Honest contact with child study has redeemed the world."—Superintendent Carroll.

Miss Harrison told a brief but pretty story of three butterflies, red, yellow and white, each offered shelter by the tulip of corresponding color, but refused by the others; all alike being welcomed by the hospitable, open-minded oak tree. Being a model story teller, Miss Harrison left her listeners to make their own little moral.

Miss Howe, so long resident in Japan, told of going there to engage in kindergarten work and finding kindergartens already in force under the enterprising Japanese government. She closed with the quaint Japanese farewell, "I hope to hang again upon your Honorable eyelids."

The Committee on Necrology made suitable reference to those of the Union who had passed away during the year: Miss Helen Belcher, of Newark, N. J., who was corresponding secretary of the Newark Public School Kindergarten Union; Miss Margaret T. McPherson, a training teacher in the Kindergarten Department of Pratt Institute, Brooklyn, and Mrs. Lucretia Willard Treat, whose training school in Grand Rapids, Mich., mothered so many kindergarten students. See KINDERGARTEN MAGAZINE for April, 1904.*

The Committee on Time and Place named Toronto, Canada, as the place chosen for next year's convention, a commendable step in the direction of internationalism.

The Committee on Resolutions, Mrs. John N. Crouse, chairman, presented the usual expressions of appreciation for the many courtesies extended by all of Rochester's hospitable citizens, and then the new officers were presented to the body which had elected them.

Adjournment followed and then the farewells till another year should bring the delegates together on foreign soil.

Kindergarten conventions seem to fall under the same category as the books of the omniverous reader who, asked "which book he liked best," said: "The one I read last." An enthusiastic visitor said, "Best convention we have had yet."

*Surely the name of Galesburg's well-beloved Mary Evelyn Strong should have been included.—(Editor.)

CHICAGO, May 6, 1904.

Miss Stella L. Wood, Corresponding Secretary International Kindergarten Union.

My Dear Miss Wood: I have just received your letter telling me of the honor conferred upon me by the International Kindergarten Union at Rochester.

I deeply appreciate the token of the good will of the union, as shown in this action, and I can only thank its officers and members by expressing the hope that I may still be called upon to serve the organization in any way that is within my power in the effort toward an "education for a larger life."

Thanking the union (and yourself for the very prompt letter),
I am, yours truly,

Alice H. Putnam.

TWO SIGNIFICANT EDUCATIONAL MEETINGS.

CONFERENCE OF THE NATIONAL CONGRESS OF MOTHERS—DEDICATION OF THE SCHOOL OF EDUCATION.

May 11-14 the National Congress of Mothers met in Chicago in conjunction with the State Illinois Congress of Mothers, who acted as hostesses upon the occasion.

The prime feature of the first evening's meeting was the eloquent and illuminating address by Edward Howard Griggs upon the Principles of Government in Home and School. It was with keenest disappointment that more than one hundred delegates found themselves turned away from the overflowing hall. Dr. Griggs warned against the extremes of too much and too overzealous government and too little such parental rule. "Parents," he said, "should certainly be well enough acquainted with their children to have their respectful obedience when it is necessary to enforce obedience."

The following are some of the epigrammatic statements made:

The aim of government should be not the aid and comfort of the government, but the good of the governed.

A premium is put on disobedience by arbitrary rules of personal conduct in the school and home.

American parents make the mistake of not using their will power sufficiently in governing children.

Neatness that drives children to play in the streets is worse than uncleanness in the home.

Impudence must be suppressed. On the other hand, be careful not to question a child in such a manner as to drive him to tell falsehoods.

Children obey from emotional reasons—fear and love. Love is a better governing force in the home than fear.

Professor Griggs favored what he termed "a progressive application of the principles of democracy" in home and school government. He said that as children grew older and better able to understand why government was necessary they should be made to feel their share of responsibility for order in the home and in the school.

Thursday morning at the Chicago Woman's Club Hastings H. Hart gave a review of the conditions of Defective, Dependent and Delinquent Children. Miss Margaret Evans, of Carleton College, Minn., gave a valuable paper upon Public Education and Morality. Miss Evans had gathered statistics from heads of schools and colleges,

showing what degree of standard of honesty and honor might be expected of boys and girls of given grades in the schools. It was an interesting summary and a valuable one, tho at first tho appalling when one realizes how low these standards are. This is doubtless due in part to the natural limitations of a particular stage of development but also largely to lack of direct and purposeful training in home and school. An effort was also made to see what inducements business offered to an ethical life, if boy entered it with high ideals. A boy who pastes upon cans label after label each of which is a lie, is not likely to have his ideals strengthened, while again a Wall street banker will keep unflinchingly to the standards of the Board while possibly unscrupulous in other respects. To create ethical character in the youth who will be the business men of tomorrow Miss Evans suggested a study of the recent successful efforts in France for a higher moral life in her schools. France introduced her moral teaching "to cause to will rather than to know." Miss Evans would not have us slavishly follow France's example but learn what we can of her methods. The ambitious American parent should follow with the same solicitude the moral as well as the mental progress of his child.

Dr. George A. Coe followed with a practical address upon the Bible in the Schools, and Mrs. Robert A. Burdette, of California, also spoke with much power.

At the afternoon reception the parlors of the Woman's Club room were thronged by the many guests who were entertained by the State association.

In the evening at the Art Institute the President, Mrs. Frederic Schoff, of Philadelphia, made the opening address upon the National Outlook for Childhood in America. Rev. James S. Stone then spoke upon some Menaces to the Home, Mr. F. A. Lewis, of Philadelphia, spoke on Divorce, and Dr. Sarah J. Elliott, of New York, upon the Mormon Hierarchy.

Friday morning after the conference of Presidents, The Child—What the Congress of Mothers is doing for Him in Home, School and State, was discussed, the reports being very interesting. A most inspiring address followed.

W. L. TOMLINS ON MUSIC IN EDUCATION.

We regret that we can not give in full what W. L. Tomlins said concerning "Music in Education." He penetrated deep to

the core of man's musical being. To reach man's music nature you have to dig down far deeper than does psychology, he said. Music is an illuminating force, a light-bringing lantern. Music goes deep down into the center of a boy. It has power to stimulate the growth of the spirit. It mines deep down into the deepest part of the boy's nature and brings up the raw material.

The arts came in the following order:

1. Sculpture, dealing in its limited way (limited by material, stone) with the representation of body.
2. Painting, with its perspective, body related to nature.
3. Music, the dawn of real music coming less than 200 years ago. This, like the vibrating sunbeams, relates us to the All. *Rhythm* relates man to himself; melody is the self in ethical relations. Harmony brings about a realization of the solidarity of races—all are one. Music was developed under play conditions. The savage idealized in his drum beats the hoof beats of his pony. There is melody of the voice in speech as well as in all play conditions. The play of the mind in the story hour and of the heart in the mothering of the child.

Why will the boy race innumerable times around the block with the boys for speed and endurance and then find it such a trouble to go on a short errand to the grocer's? There is something more in work than play. There is use. Its completeness is more than the completeness of play. But there is not a complete satisfaction. In the ring is always a little cavity not quite filled up, into which nothing will fit but the germ of the next higher, making the upward spiral. A savage, tired of carrying things, invented the wheelbarrow, saying to those who complained of his taking their work away, "You make things, I'll carry them." So the inventor today says to the berating workman, "You go up higher where the machine can not follow you." So he is driven to things of the spirit.

With the savage whose only virtue is strength, there is danger of the supremacy of the physical. The old and feeble are killed off. But with the advent of a new power, the mental, a few of the old are spared to live because with the development of the lower germs of mentality they can train the others. The camel of mentality got his head into the tent and the rest was sure to follow. The mind saves from the domination of the physical with the change from the closed, fighting fist to the open, tool-holding hand. But

what now will save from the fist of the mind? We have brutality of mind as of body, and millions are now suffering from the unhealthy excrescences which indicate something wrong with the body social. The ideal in life was once the physical. Mind eclipsed that. Where are the barons of old? Vanished. Who will remove the supremacy of the fist-domination of the mental by following the spirit? In this strenuous industrial and commercial world, despite labor-saving machines, typewriters, etc., a business man says he works ten times harder than his grandfather. Asked if his grandson will work ten times harder than he, he replies, "No, I'm the limit."

Under old conditions the business man had his own house, garden back of it, lived on intimate and sympathetic terms with his employees. Now he can not know and love the 20,000 workmen whom he has not seen. We must have a larger life of the spirit. In working with the children in chorus for harmony, which means unity, variety, symmetry, how do I get spirit? I don't get it. I have *it get me*. Spirit and breath are synonymous. How can we control the wind? We can not, but the sailor understands the law of the wind, puts himself in obedience to it and reaches his end tho apparently going in direct opposition. We can not control spirit. Spirit encompasses us and by adjusting ourselves to it we work out our ends. There must be a going out as a spade goes out thru its blade toward the ground and thru its handle toward the hand, saying, "Take hold of me." The highest use of music is thus transcendental, religious, when it gets us.

In the *Elijah* where the children sing, "If with your heart you truly believe Him," there is the strength of the promise plus one's own heart. The children think they understand. Five or twenty years after when the hour of Gethsemane comes then it is not so much what they learned in the catechism that comes to them. It is what they thus breathed down in song, vibrated with, throbbing, resonant, that helps them with Pentecostal power. When they sing "Come let us sing unto the Lord" they are storing away dynamic power. The moaning, struggling, laughing, crooning, psalm-singing of the slaves before the war, this crying out of the soul of a people, may not the essence of this life struggle have thus gone up with a mighty power in song, a spirit force that finally called into being an Abraham Lincoln?

In the evening the Nation's Boy Problem was discussed by Hon. B. B. Lindsay, of Denver; Mrs. Frank L. Wean, Chicago; Amos W. Butler, of Indiana, and Mrs. Martha B. Falconer.

The closing meeting was held at the University of Chicago, being addressed by President Harper, Hon. Alfred Bayliss, state superintendent, and Mrs. E. C. Grice, of Riverton, N. J. Mr. James L. Hughes, of Toronto, spoke upon "Education for the Art of Life." He urged the necessity of mothers and fathers furnishing an example to their children and making of themselves such citizens as they would have their children be.

"The best woman in the world," he said, "is like her father, because the woman must be strong. The best man in the world is like his mother, because the good man must be tender."

Dr. Harper's words are worthy consideration by the ambitious parent and would-be student. He said:

"We recognize in you and your work an agency of the most helpful character. In fact, we understand that education must begin in the home. In proportion as young men and women come to the university from homes in which they have been properly cared for from the higher point of view, in just that proportion shall we be able to do for them what the university professes to do for those who come."

The following are some of the resolutions adopted by the congress:

That we pledge our efforts to secure thru the general consent of educators, thru legislation, or thru some other method, some system of definite training in morality according to correct pedagogical principles in our public schools.

That in states in which children work who can not read and write, the effort of the clubs should be concentrated on these two points; by legal enactment; children under the age of 16 years should not work between 7 p. m. and 7 a. m., and children under the age of 16 years who can not read and write should not work at all. In states in which these two points are effectively covered effort be directed for the standard child labor law.

That the National Congress of Mothers co-operate with every movement in the effort to secure more adequate marriage and divorce laws thruout the United States, and in every way check the alarming number of divorces.

The reports of delegates showed much good already accomplished.

DEDICATION OF THE BUILDINGS OF THE SCHOOL OF EDUCATION,
UNIVERSITY OF CHICAGO.

The formal dedication of the School of Education buildings of the University of Chicago mark an epoch in education. Not only can the child begin now in the kindergarten and proceed straight

thru the elementary and all the higher grades till he receives his degree from the university, but here is the educational laboratory where the educator can test and prove the methods suggested by psychological theories. The capped and gowned undergraduate will meet on his way across the campus the tot of three running glad-hearted to kindergarten. We see the beginning of the spiral. Its end who can foresee?

On the first day the Training of Teachers was discussed, under direction of Dr. Dewey, from the psychological standpoint, from that of the principal and that of the teacher, by Professor O'Shea, of Wisconsin University, Principal Kate Starr Kellogg, of Chicago, and Head Assistant Mary A. Crowe, Chicago, respectively.

The Arts was treated by Professor Zeublin, of Chicago; Mr. Ernst Fenollosa, of New York; Mr. Ira M. Carley, of Chicago, and Alice P. Norton, of Chicago. Miss Lillian S. Cushman was chairman.

Music, Speech and Oral Reading and Dramatic Art, Miss Eleanor Smith directing, were discussed by Mr. E. B. Norton, Prof. Martha Fleming, Mrs. Gudrun Thomsen, Miss Jennie Hall.

There were general and departmental conferences upon various grade studies and upon the Library and Museum as educational factors.

Saturday afternoon in the beautiful auditorium of Leon Mandel Assembly Hall, Emmons Blaine Hall was formally dedicated.

There was a beautiful children's chorus under leadership of Miss Eleanor Smith. The opening words were from President Harper. His special emphasis was placed upon the two distinctive ideas which have united in this comparatively new departure; that represented by the manual training movement initiated twenty years ago by the Commercial Club of Chicago and that belief which emphasizes the individuality of the student. Here are united the results of the work of Colonel Parker, M. T. Belfield, of the Chicago Manual Training School, Mrs. Emmons Blaine, the S. S. Academy under leadership of Owen, and the Laboratory School of Dr. Dewey and, as well, the factor offered by the University itself and to the work of each of these Dr. Harper gave due and eloquent tribute.

Dean W. S. Jackman rehearsed with much deep but restrained feeling the history of the School of Education with its early memories of Colonel Parker and his long years of pioneer struggle: the

labors of a consecrated life, and what they had accomplished in securing freedom and power of expression and in organizing the school on a basis of social life, County School, City School, Chicago Institute, School of Education, were the successive steps.

Mr. Cyrus Bentley, one of Chicago's rare citizens, spoke as a representative of the Board of Trustees of the Chicago Institute, which, it will be remembered, was the name of the school founded by Mrs. Blaine with Colonel Parker as its head but which later was taken over by the University as the School of Education. But unwilling to lose Colonel Parker and his teachers entirely, the parents and trustees continue it under the name of the Francis W. Parker School and still advise with the heads of the University School of Education. It is most encouraging to know that gentlemen of Mr. Bentley's beautiful polished personality are so wisely and practically interested in the education of the children. His gracious and fitting reference to Dr. Dewey, "the philosophic mind that serves the cause of education everywhere," was well applauded.

President Augustus Downing, of the Normal College, City of New York, was spokesman for the normal schools of the country. To maintain that supremacy among other nations recognized by Moseley and others President Downey reminded us that we must not rest upon our laurels already won but must continue to have better equipped teachers for our children than any other nation. We must as teachers dedicate ourselves to the children in the spirit of Colonel Parker. He welcomed with joy, therefore, the recognition of the normal schools by the universities as legitimate departments of study and research and laboratory work.

Mrs. Blaine's name was not upon the program and she had declined to speak or allow it to be placed there, but Dr. Harper now rose to say that she had had a change of heart and would say a few words. It was a great privilege to listen to her sincere, modest and warm words of appreciation not only for Colonel Parker, to whom she referred in most moving words, but to all the corps of faithful teachers in all the schools now united, whose fidelity, consecration and insight had made this culmination possible. She rose, she said, to correct an error several times made. She disclaimed being called the *founder* of the school. "I am not the founder," she said, "I simply *found* it. In the fact of my being the finder of Colonel Parker lies my only claim to being owner. And I measure my

relations to it not by the *sous* given but by the wealth received." She took credit to herself, she said, only in that, being a finder means to have been a seeker. In the same self-forgetting spirit she expressed her appreciation of the honor done her husband, who had so much at heart all that tends to educational progress in thus giving his name to the school.

Dr. Dewey introduced Dr. Nicholas Murray Butler, president of Columbia University and orator of the day. He traced the gradual changes in the theory of education till now its essential unity from kindergarten to the university is recognized and the kindergarten and elementary grades are as important as any.

He prophesied that in the education of the future would be found three converging lines, the physiological, psychological and sociological, each developed according to its specific importance.

The university stands for the search for truth. Why are we anxious for truth? Because the truth will make us free, and in education we want that which shall make free men and women.

Dr. Butler then recalled the Quincy celebration of a few years ago, when Colonel Parker gave a simple recital of his great achievement in his search for the education that would set free; he who was tender as a child, but firm as adamant against the forces that opposed him in his great efforts for emancipation of the child.

There was an exhibit of school work and the buildings were open for inspection. Passing thru the splendidly-equipped forge rooms, a mother told the writer of her high school boy who, after a short period in the school with all its handwork possibilities, said to her, glowingly, if inelegantly, one day, "That's a boss school, mother." And she spoke with much appreciation of Dr. Belfield's wholesome influence over and guidance of the young people working under his jurisdiction.

The word that Dr. Dewey gives up his work at the laboratory school and resigns his chair at the University of Chicago to accept a similar one at Columbia is a matter of deep regret to those who realize in even a small degree what Dr. Dewey's original and creative work in studying and solving our complex educational problem has meant to Chicago. With a corps of teachers left to continue the work along lines inspired by his genius, what he has already accomplished will not lapse nor be lost, but his going is, nevertheless, a

distinct loss to Chicago, as it is a distinct gain to New York. New York being her home city, the editor is somewhat divided in her allegiance, and therefore does not feel as keenly as some Dr. Dewey's acceptance of this call. She rejoices with those who rejoice in New York.

A PORTRAIT AND A PRAYER.

ROSA A. SEARS.

I know a little face
So full of charm and grace
To me it has no peer;
Blush roses only hint
At the texture and the tint
Of the little face so dear.

Like the tan of marigolds
That still the sunlight holds,
Are the shadows in the hair;
And the ears so delicate—
Does memory keep them yet
Of the sounds of heaven aware?

For its color shining lies
In the happy, innocent eyes,
Where childhood wonder stays;
We sometimes hold our breath,
For the Child of Nazareth
Seems from out the blue to gaze.

And then our hearts entreat
That the Presence ne'er may fleet
From the winsome little face;
That the Child and child may grow
Together, and One bestow
On the other Heavenly grace.

A TWENTIETH CENTURY ROUND TABLE.

A department open to the informal discussion of question of importance to all practically interested in the nurture of children, whether as kindergartner, parent, grade teacher, or Sunday-school teacher.

CHILDREN'S PRAYERS.

A thoughtful mother writes:

"I regard this magazine very highly indeed, and have so spoken of it to mothers among my friends. I thoroly appreciate the high ideals you maintain. May I ask if the subject, 'Children's Prayers,' could be treated in your magazine? As a mother, in this connection, these questions are yet unsolved:

1. Of what, in the child's experience, is the prayer an evolution?
2. What is my duty in leading him up to it?
3. What shall constitute the first prayer?
4. How shall we (the child and I) talk about its answer?
5. Does not the child's experience, not age, determine when he is taught to pray?

"My child at two and a half years asked who made her hand; at various times I have told her (1) God did; (2) God is love; (3) God loves everybody; (4) God gave father to mother; (5) God gave her to father and mother. She comprehends enough of this to remember the idea. She also knows God made the sunshine and the birds, and makes them sing; but I do not feel that she is *at all* ready to be taught a prayer without it being a mere repetition of words, like her 'Mother Goose.'

"I trust I have not spoken at greater length than is permissible in presenting the very practical mother need with my little one.

Gratefully yours,

A. W. H. B.

The editor is grateful to be able to throw some light upon this anxious mother's problems thru the thoughtful courtesy of Dr. George A. Coe, of Northwestern University, who writes as follows:

DEAR MISS JOHNSTON:

My answers to your questions can not be those of an expert, for they are based simply upon the general principles of psychology and education, and not upon any experience with little children. But my opinions, such as they are, you may have.

1. I regard prayer in the child's life as an evolution from the experienced relation of child to parent. It *might* evolve from childish animism, especially if fear becomes a prominent element of it, but fear of nature-forces should be avoided, and the love-attitude should be cultivated instead. The love-attitude is to be evolved from the relation of child to parent.

2, 3, 4. I suspect that these questions grow out of a notion of prayer that I should regard as inadequate and not practical, the notion, namely, that praying is asking for things, and that the answers to prayer consist in our obtaining the things we ask for. To me the fundamental fact in prayer is not a relation of ourselves to things, but a relation of ourselves to a person. I should say that prayer is first of all a relation of fellowship or friendly intercourse with God. This will naturally include telling him our needs and our desires, just as the relation of child to parent includes it. Hence I should say that while prayer lays all our wishes before the Heavenly Father, it does so in utter acceptance of His wisdom, which apportions to us according to our real (not merely our fancied) needs. Therefore, the essential requirement is that the child learn to live on consciously good terms with the Heavenly Father. A little boy on the Pacific Coast requested one night to make up a prayer instead of repeating the usual "Now I lay me." Upon receiving permission, he prayed as follows: "O Lord, what fun it is to ride on the cable cars! Please send me a tricycle! Amen." I should regard the fellowship expressed in the reference to the cable cars as prayer in the very best sense.

As to the answers to prayer, I think we may well say little about them until the child is old enough to feel the dictates of a personal conscience in some degree. When that time comes, I should say, it would be well to call the dictates of conscience, with its approvals and rebukes, the sign of God's presence, and the chief answer to our prayers. Of course I assume that the content of petition, when it is offered, should have reference chiefly to ethical conduct.

5. Yes, the child's experience, rather than mere age, determines when he should be taught to pray. Yet there are fairly well marked periods of growth which do not vary greatly from child to child except in rare instances.

I don't see how a child of two and a half can be expected to pray except, possibly, thru imitation at family prayer.

Very truly yours,

GEORGE A. COE.

Mrs. Andrew MacLeish, of Chicago, replies in an illuminating manner:

In my opinion the child's whole thought of God is an evolution from his thought of father and mother. From babyhood his wants have been understood and met by his parents. This has de-

veloped in him a feeling of love and trust and faith in the father and mother, whom he knows through the senses. But a child does not grow very old before he discovers that there are wants that even a strong father or a tender mother can not supply. Also he looks out upon the world and sees everywhere evidences of a care similar to that which he has had, a care that protects birds and flowers as well as little children. We all know how readily a child reads his own life, with all its attendant conditions, into the life of nature about him. A very little guidance at this point leads him to think of God as naturally as of his earthly parents, and in very much the same way. Then it requires but a suggestion, and sometimes not that, for him to put this thought into a prayer form. And as to this latter point, it is certainly a great help to the little child; indeed, it is necessary to give him a form for the expression of his feeling. This need not develop into formalism at all. The feeling will not always be the same, for we must recognize the law of rythm in feeling as in everything else. The form is the channel for the expression of deep feeling when it comes. It is also the establishment of a habit which recognizes God as a factor in the life of each day.

This latter point I believe to be the most important in its effect upon the child. The religious life and the relation of the soul to God must be recognized every day. So only does a child get the true balance. Happy are the children growing up in homes into which such daily recognition is a matter of the family life.

As to the answer, I would not say too much of that. Do not let the child feel that prayer is simply asking God for things. It should be rather communion with God. When requests are made let the child feel that God knows best, that He will grant the request if it is best. This is the only spirit in which peace and trust can grow.

OF INTEREST TO SCHOOL BOARDS.

Boards of education contemplating new school buildings would do well to investigate plans of those of Rochester, where assembly rooms have so good acoustic properties and are so constructed that the frequent passing of many students disturbs not the listeners inside, nor do the actors inside interfere with the otherwise occupied people outside. In the attractive basement lunch-rooms of Mechanics' Institute and East High School the visitors were allowed privileges of lunches where quality, quantity and low prices were greatly appreciated. In the former all food is prepared by students in class work.

Who can ever forget the hospitality of the kindergartens visited, the artistic but cosy and home-like rooms, the invitations to lunch from dainty and generous lads and lassies; the earnest groups of workers in grade rooms, oblivious of aught but their own interests, and where works of art proved the loyalty of outside friends; or the

morning, mostly spent in company of an ideal principal, who not only believes in a kindergarten, but in its spirit permeating the whole building, and who grants to all her pupils the opportunity of spending so much time each day in joyous rhythm work, marching, games or calisthenics in the spacious assembly room; who carefully plans to eliminate fear of herself and self-consciousness among all—perhaps one secret was let out by the saying, in happy tones, to a boy: “You haven’t done anything you are ashamed of, have you? Then prove it in your walk and marching.” And what childish soul and body would not respond and desire to always be able to keep the eyes up and straight ahead, or chest out; and would this atmosphere not help to the child doing right because he wants to, not because he is asked? Mention must be made of the kindergarten where, at free play, the teeter, hobby-horse and swing were merrily enjoyed, causing no confusion or jealousies, only amazement in the mind of the visitor, who knew not this kind of public school, but found in Rochester her ideal of freedom without license.

M. S. J.

SCHOOL EXHIBIT IN ROCHESTER.

In the comprehensive exhibit of kindergarten and grade work we who attended the International Kindergarten Union had another proof that the kindergarten is an integral part of the public school system of Rochester. In the Francis Parker School (No. 23) was a large exhibit of work by kindergarten children in the various schools—a real exhibit because so truly the children’s own work. Besides a liberal interpretation of the various “schools of work” were many phases which suggest the close relations between kindergarten and the home. I saw iron-holders and various other really serviceable articles made of wool, burlap and cheesecloth, some with wool used in a simple design. Most fascinating furniture for a doll’s house was made from thin wood and spools, while rugs made on large-size looms were ready for rugs and rag carpets.

The color work, charcoal and free paper-cutting were excellent examples of the child’s individual expression and interpretation. Besides the large display of illustrative work were some designs, using simple units, for wall paper and cotton goods.

In the Normal School was gathered the work of the whole system, from the kindergarten thru the grades to the kindergarten training classes, and included painting, drawing, blackboard sketching, paper cutting, sand-table work, clay and quite a variety of constructive materials, and as a whole one could see the development

of powers of both observation and expression on the part of the child when the plan of education forms one continuous process.

One sand-table showed a miniature sugar bush—a delightfully suggestive arrangement. “Rochester in 1820” was very realistic with the river, bridges, roads, houses, etc., and the next grade had modern Rochester, and the little maid who explained the first might have been there in reality, so clearly had she pictured in her mind and expressed it to the interested visitors, and then courteously passed us on to the little boy who told about “Rochester as it is today.” If we do not appreciate the growth and the heroism of those who began and those forces which made the modern city, it will be our own fault—a fine lesson in civics for all of us.

One grade child, who had been studying the life of primitive times, showed me the illustration in water color which accompanied the written work, and showed the spears, swords and other implements made at home by the pupils—another interesting evidence of coöperation between home and school.

The higher grade scholars had some very excellent Indian bowls and jars—good form and decoration.

The whole exhibit was most suggestive, for kindergartners are coming to realize how much they need to know of the work that follows after the first years, and it is in this connection that the exhibit will prove as seed thoughts in the minds of many.

F. A. J.

PROGRAM SUGGESTIONS BASED ON THE BRIDGE.

For the last few weeks of regular kindergarten or the happy vacation school period what more interesting and suggestive subject than the Bridge? As Froebel calls it, the reconciler of contrasts, symbol of all those mediations that unite man to man and man to God.

Being crowded for space we can give but the barest outline, which the live kindergartner can fill out for herself. To catch something of the great significance of the bridge, material and spiritual, read Froebel's Mother Play, Kipling's strong story, “The Bridge-Builders,” Jean Ingelow's beautiful poem, “Divided,” Whitman's poem, “A Noiseless, Patient Spider,” and a fine sermon by Jenkin Lloyd Jones, published in *Unity* for September 24, 1903; Miss Harrison's “Two Children of the Foothills.”

METHODS OF BRIDGING, depending upon difficulties to be overcome: Stepping-stones, logs, planks, floating ice, pontoons, piers (buttresses), cantalever, suspension (Blondin on tight-rope), draw-bridge (castle and moat), elevating bridges, jackknife, etc. Covered, uncovered. Aqueduct; viaduct.

DIFFICULTIES, OBSTACLES, CONTINGENCIES. Foundation of mud, sand, rock. Freshets, ice, floods.

MATERIALS. Wood, stone, brick, steel, wire, for pedestrians, horses, trains.

OBJECTS GAINED. Flowers seen upon distant bank. Meeting friends; trade, church, saving time and money. So many people cross London Bridge there is never a time when there is not a white horse upon it. Bridge helps people to know each other better. Built by people on both sides; paid for by taxes; toll.

STORIES FOR CHILDREN. See another page in current number of *KINDERGARTEN MAGAZINE*. Also tell how in building suspension bridge first rope is shot across stream and other ropes attached to it and drawn over. Tell of man left behind in tower and unravelling stocking to get thread to which friends attached string, then heavier cord till rope strong enough to let him down. Story of rainbow, bridge of the gods. Spider making silken bridge. Bruce and spider; St. Christopher crossing stream; see "Mother Stories" by Miss Lindsay, with its beautiful Bridge story.

GAMES. Swim, wade and hop across circle as if on stepping stones (made with chalk). Play walk carefully across plank (good exercise in balance and muscular control). Get a real plank if possible. Always have something on opposite side for which the children are anxious to cross. Ask them what they see upon other side or why they wish to go over. To see some friend or do some errand. Draw lines of stream and try to throw ball across, then attach thread; continue till rope is drawn over strong enough to draw a chair across. Build bridge of stairs.

GIFTS. Build all kinds of bridges with different gifts, beginning with stepping stones. Very satisfactory draw-bridges can be made with Second Gift. Balls can be children or horses, etc., crossing so carefully.

OCCUPATIONS. Sand box opportunities are unlimited. Fold bridge and boats; picture with sticks; draw pictures of spider and filament; also rainbow (paint) and all kinds of bridges. Twist cord to make play-cable and then little suspension bridge. Paint flowers children wished to get.

THE BRIDGE*.

Oh, thru the green woodland a merry stream flows,
And how to cross over no little child knows.
The water falls swiftly, is deep and is wide,
But wild flowers grow on its far distant side.

* Can be sung to air on page 257 of the Mother-Play Book, Blow edition, called Hide and Seek. See Bridge Songs in that book.

Oh, how can we reach them, those flowers so dear?
 Look, look, thru the woods, see the carpenter near!
 He has come with his planks—see his tools on the moss;
 He'll build a strong bridge that will carry us 'cross.

From this side to that, now the river's no bar.
 We can gather the flowers we saw from afar.
 Many thanks to the builder who helps us to gain
 The blossoms we tried for so long to obtain.

—B. J.

PROGRAM FOR REMAINING WEEKS IN JUNE.

Animals of Other Countries.

MONDAY. Circle Talk. Excursion to Museum to see the ostriches. Their height as compared with the children. Where they live when at home.

Table Periods. Drawing picture of ostrich. Cutting "feathers" from paper.

TUESDAY. Circle Talk. The ostrich feathers we wear on our hats. How they are obtained. How colored. Story of an ostrich farm.

Table Periods. Work on June calendar continued. Painting typical flower obtainable.

WEDNESDAY. Circle Talk. The story of the ostrich farm continued.

Table Periods. Calendar of the year made in form of circle, showing seasons and months. Modeling fruits or vegetables of the season.

THURSDAY. Circle Talk. The trees and plants that grow in the country where the elephant, camel, and ostrich live. The orange trees, lemon trees, banana trees, fig trees, etc.

Table Periods. Work on calendar of year continued. Painting orange or lemon.

FRIDAY. Circle Talk. Other things that grow where it is warm all the time.

Table Periods. Drawings to represent the characteristics of each season. Free representation or finishing of unfinished work.

Songs and Games for the Week. Songs and games of the season grouped according to season. Summer games.

References: Home Life on an Ostrich Farm, Martin, pp. 101-156.

Animals of Other Countries.

MONDAY. Circle Talk. In the country where the elephants and camels live it is warm all the time. Things people would not do or buy if there were no winter.

Table Periods. Drawing things used in winter and not in summer. Work on June calendar continued.

TUESDAY. Circle Talk. How our country is like the country the elephants live in, in summer. The heat, the many trees and flowers, the flies and mosquitoes, etc. Our summer clothing—how like that of people who live in warm countries.

Table Periods. Making fans or umbrellas. Making firecrackers, such as we use the Fourth of July.

WEDNESDAY. Circle Talk. What the children will do during the long vacation when they will not see each other. Summer sports and pleasures.

Table Period. Free representation or finishing unfinished work.

A GROUP OF BRIDGE STORIES.

THE LIFE AND WORK OF JOHN A. ROEBLING.

That apparent failure can be turned into success by perseverance in the face of difficulties and discouragements has never been more forcibly demonstrated than in the life and work of John A. Roebling, the designer of the Brooklyn bridge and the inventor of the wire cableway. His entire life was devoted to one idea, the construction and application to industrial purposes of the wire cable. He had sufficient confidence in himself and in the practicable nature of his plans to disregard the ridicule of the most eminent engineers of his time, and lived to see the triumph of his ideas and the discomfiture of his enemies.

Roebling was born in the city of Mühlhausen, in Thuringia, Prussia, June 12, 1806. He was educated to be a civil engineer, and when only a boy began to study the problem of constructing ropes of iron or steel wire that, with the advantage of enormous strength, would still be flexible enough for practical use.

The Prussians, however, were conservative and opposed to innovation. It was difficult for the young experimenter to obtain materials out of which to make his cables, and almost impossible for him to induce anyone to make a practical test of their usefulness. Finally he did succeed in inducing a manufacturing firm to try one of his cables for traction purposes. The wire strands were so brittle that they gave way on the first trial, and thereafter the wire rope was regarded in Thuringia as but the foolish idea of a dreamer.

In 1831 Roebling came to America, hoping to find a readier hearing and a wider field of endeavor in the young republic. He bought a tract of wild land in western Pennsylvania, and was instrumental in persuading a number of his old neighbors to join him, founding the town of Saxonburg, now a prosperous and enterprising little city. His first business enterprise at Saxonburg was the building of a brickyard. Then he turned once more to his old idea of the wire rope. The rope walk was in a meadow, extending for about half a mile along the eastern edge of the village. There the first wire rope ever made in America was manufactured in 1840. It was three-quarters of an inch in diameter, 500 feet long, and was composed of parallel wires held together by a wire wrapped around

the outside. It was put in service on an inclined plane at Johnstown, Pa., as a traction rope, and went to pieces as soon as the outside wire broke.

The inventor was not discouraged by this second disastrous failure. His mistakes showed him the weak places in his ideas and taught him what to avoid in the future. His next cable was made by twisting the wire strands together. It was first tried on a ferry across the Allegheny River near Pittsburg and proved entirely successful and was patented in 1842. Another was then made 1,500 feet long for use on the old Portage Railroad across the Allegheny Mountains, and proved so satisfactory that nine more were ordered to equip the remaining inclined planes of the road.

From that time forward Roebling's rope walk was never idle. The Morris Canal in New Jersey and the Delaware & Hudson Canal were equipped with the new style of cable as soon as the maker could supply them. So rapidly did the business increase that it became necessary to seek a location affording better shipping facilities and a more abundant labor supply. The rope walk was moved to Trenton, N. J., where it has grown into one of the largest industrial establishments in the country, employing thousands of men and covering many acres of ground.

Having brought the wire cable to perfection, the inventor next sought to apply it to bridge-building. Before coming to America he had submitted plans for building a wire-rope suspension bridge across the Buhr River in Germany, but the leading engineers of the country had treated his proposition with ridicule and contempt. The first suspension bridge was built in 1844 across the Allegheny River at Pittsburg. From that time forward the inventor's life was a succession of triumphs. In 1852 he began the famous suspension bridge across the Niagara River below the falls, completing it in 1855. In 1857 the Ohio was bridged for the first time, connecting Cincinnati and Covington. The controversy preceding the building of this bridge is still remembered by all old residents of the Ohio Valley, the greatest engineers of the country believing it to be an impossibility.

Many suspension bridges of lesser size were built under the inventor's direction during his lifetime; but his last and greatest achievement was the Brooklyn bridge. When completed it was the largest in the world, and remains to this day one of the most beautiful. Unfortunately, the inventor fell a martyr to the great industry he created before his crowning labor was completed. While superintending the work on the Brooklyn bridge, in 1869, he received injuries that resulted in his death.—*John L. Cowan, in Young People, Philadelphia.*

SAVED BY HIS HORSE.

The intuition and sense of locality of the horse are well known, and are found invaluable at critical times, as illustrated in the following account of an actual occurrence sent to the *Little Chronicle*:

My great-grandfather lived in Vermont in the days when, if one wished to go to Boston, the journey could best be made on horseback. One spring, just as the ice had cleared from the river, he was returning home from that noted place on his favorite horse. It was pitch dark when he reached the river below where his farm lay. He crossed where the bridge had always been, arriving home after all the household had retired and did not disturb them. The next morning his wife asked him how he crossed the river.

"On the bridge, of course," was the reply.

"Why, you are crazy! The bridge went down stream when the ice went out," exclaimed she.

"I don't believe it, and I shan't until I see for myself," said the worthy man, starting up.

He went directly to the river, and there, spanning the stream, was one rather narrow plank beneath which a torrent of muddy water poured. His plucky horse had, in the inky darkness, crossed on that single plank.

BRIDGING A CHASM.

Dr. Alexander McKenzie, in one of his sermons, tells a pretty anecdote of the early life of Louis Agassiz, the great scientist. As a child Agassiz lived in Switzerland, on the border of a lake. He had a younger brother, and one day the two lads started to cross the lake. It was frozen and the ice looked safe enough, but their mother watched them.

The boys got on very well till they came to a crack in the ice, perhaps a foot wide. The mother could not call to them, altho her heart failed her as she thought, "Louis will get over well enough, but his little brother will try to step over and will fall in."

As she watched she saw Louis get down on the ice, his feet on one side of the crack, his hands on the other side, making a bridge of his body, and the little brother crept over him to the other side. Then Louis got up and they went on their way.—*Christian Register*.

WHERE THE PAINT BRUSH NEVER RESTS.

In order to preserve the steel of the gigantic Forth bridge in Scotland from the effects of the weather, it is repainted every third year, and the structure is so large that it takes three years for the workmen employed, about thirty-five in number, to cover the entire bridge, so that, being compelled as soon as they have reached the end to begin again at the opposite end, they are continually at work. The bridge contains 50,000 tons of metal; 8,295 feet long.

THE MODEL PLAYGROUND ON THE MODEL STREET AT THE LOUISIANA PURCHASE EXPOSITION.

The Department of Social Economics at the St. Louis Exposition is a very comprehensive one and embraces within its scope a number of things interesting to humanity.

When the Day Nursery was abandoned by the lady managers it appeared as if the children would have no place of their own at the Exposition and that the burden of caring for them would devolve upon parents already weary with a railway journey and much sight-seeing, but Mrs. Ruth Ashley Hirshfield saved the situation and came to the rescue of the innocents, inaugurating a Model Playground under the auspices of the Massachusetts Civic League. It is the intention of the league to demonstrate practically the workings of a model playground and to do so it was necessary to have a constant attendance of children. In this place parents may, for an inconsequent sum, leave their little ones with the assurance that they will be looked after by trained nursemaids. Two hundred and fifty children can be comfortably installed in the inclosure, which is 250 feet long by 170 feet in width.

It has been but a few years since it was deemed expedient to inaugurate playgrounds for the school children, the bare city yard bereft of grass or trees or the weedy village enclosure being deemed all sufficient.

The playground arranged by Mrs. Hirshfield is provided with a wide expanse of grassy lawn beautified with shrubbery, flowers and clambering vines; in fact, everything which could possibly conduce to the pleasure and well being of a child has been done.

That word "Don't," always a bugbear to children, has been eliminated from the vocabulary of teachers and nurses. They will be permitted full liberty within the bounds of reason. A corps of kindergartners have been installed because of their understanding of children's dispositions and necessities, for it is earnestly desired by the projectors that the Model Playground prove an earthly paradise to the little ones. Within the precincts of these pleasant grounds children may enjoy themselves unhampered by iron clad regulations. The place is imbued with a distinctly home atmosphere where forbearance replaces harshness.

On grassy lawns the little ones may tumble to their heart's

content; they may hoe and spade in miniature gardens or dig in boxes filled with shining white sand; in fact, they can have as much fun as if at the seaside or in the country. There are delightful surprises in the sandboxes. They may find curious shells, bright hued pebbles and other fascinating flotsam and jetsam picked up on the beach.

When worn out with play and when the little lids incline to slumber a soft-footed nurse places the tired stranger in a hammock or a go-cart, gently rocking or pushing him to and fro. Should he be hungry he is fed some simple and nutritious food. Should, however, something more substantial be required, with the consent of his parents he may be taken to the rice kitchen opposite and his cravings appeased.

Nor has the gospel of cleanliness been omitted. When a mother brings a child fretful and impossible to please into the restful precincts of the playground he is soothed into a pleasanter mood by being given a warm bath, his little body dried with immaculately clean towels. He may be invested with a roomy pair of cotton bloomers as a protection to his clothing.

Play and rest are the two most important factors on the Model Playground.

"I find," said Mrs. Hirshfield, "that freedom from restraint is what a child needs, coupled with healthy open air amusement. It is our mission to make his time pass pleasantly. We have an expert whose business it is to divert the children by devising games and plays fitted to their childish intelligence, for the children, as well as grown people, tire of a dull round of monotony.

We have planned every sort of amusement of which the newest and most fascinating is "The Giant Stride." It is a sort of modernized Maypole with ropes instead of ribbons, which are attached to a ball-bearing revolving pivot with handles on the ends. By these the children swing around the pole in a circle, their feet never coming in contact with the ground.

The childish instinct of turning up the ground is fostered, the embryo gardener being provided with a hoe and rake with which to cultivate his little garden. As these labors are far from continuous it is not probable that these small gardeners will reap the reward of their labors.

Physical culture is a pleasant feature of the playground and the miniature gymnasts enjoy the exhilaration of a swing on the trapeze and handle bars under the guidance of a competent instructor.

A kindergarten with its paraphernalia of perforated cardboard and colored wool is installed. Learning is not, however, obligatory, but if a child is so inclined he may pick up the rudiments of an education. As the tots can not be expected to take a lively interest in picture galleries, educational exhibits or congresses, parents are glad to leave them in safe hands. Guides may be hired to take them to the Pike, where they may enjoy amusements more fitted to their understanding.

While the Model Playground at the Exposition has imposed no age limit babies in arms are tabooed, for to enjoy the pleasures of the playground a child must have a sturdy pair of legs and be able to run around.

Every contingency has been provided for. In case of illness or accident a child can be taken to the Emergency Hospital, nearby, where he may be cared for by a physician and trained nurses. While the playground is a blessing to those who have children the Civic League of Massachusetts, with Mrs. Hirshfield's wise management, is enabled to show the visitors at the Louisiana Purchase Exposition the meaning of a Model Playground.

COUNTESSE DE MONTAIGU.

Miss Mari Ruef Hofer, of Teachers' College, will have courses in Music and Games for Kindergarten and Elementary Teachers at both the Summer School of the South held at Knoxville, Tenn., and at the Columbia University Summer School.

Mme. Kraus-Boelte will conduct two courses in Kindergarten Methods at the New York University Summer School, July 6-27 and July 28, August 16. Send to New York University, Washington Square, N. Y., for circular.

Feeling forced to economize somewhere, I wrote to you to discontinue subscription to Magazine. After receiving the same for ten years I miss it as an old friend, hence inclose check for ——. Kindly begin with the April number. ———.

Summer Kindergarten Courses offered by the Chicago Kindergarten Institute, July 11 to August 19, 1904, Chautauqua, New York. Thirteenth season. Until June 30 address 40 Scott street, Chicago. After July 1 address Kellogg Hall, Chautauqua, New York.

DEPARTMENTS OF KINDERGARTEN AND ELEMENTARY EDUCATION OF THE N. E. A.

Sessions in the Hall of Congresses.

Tuesday, June 28—2:30 p. m. Joint Session of Kindergarten and Elementary Departments.

Addresses of Welcome—Miss Mary C. McCulloch, Supervisor of Kindergartens, St. Louis, Mo.; Mrs. Fannie L. Lachmund, Supervisor of Primary Instruction, St. Louis, Mo.

1. The Relation of the Kindergarten and the Elementary School as Shown in Their Exhibits.
 - a. From the Kindergarten Standpoint—Miss Patty S. Hill, Principal of Kindergarten Training School, Louisville, Ky.
 - b. From the Standpoint of the School—Charles B. Gilbert, New York City.

Discussion—(Speaker to be announced.)

2. The Kindergarten in Japan—Miss Annie L. Howe. (Recently of Kobe, Japan.)
3. Elementary Education in France and Germany—F. E. Farrington, Professor of Pedagogy, University of California.
4. The Kindergarten in the Southern States, in Mexico and in South America—Miss Eveline A. Waldo, Principal of St. Mary's Parish Kindergarten Training School, New Orleans, La.
5. Business—Appointment of Committees.

DEPARTMENT OF KINDERGARTEN EDUCATION—Miss Jenny B. Merrill, New York, N. Y., President.

Friday, July 1—2:30 p. m. Greeting from the International Kindergarten Union—Miss Annie Laws, President of the International Kindergarten Union, Cincinnati, Ohio.

1. The Physical Care of the Kindergarten Child—Wm. H. Burnham, Professor of Pedagogy, Clark University, Worcester, Mass.
2. The Individual Child—Miss Bertha Payne, Head of the Kindergarten Department, School of Education, Chicago University.
3. What is Kindergarten Discipline?—Miss Mina B. Colburn, Principal of Kindergarten Training School, Cincinnati.

Discussion—Miss Mary Jean Miller, Marshalltown, Iowa.

4. The Value of Pet Animals in the Kindergarten—Miss Anna E. Harvey, Professor of Kindergarten Methods, Adelphi College, Brooklyn, N. Y.
5. Household Activities in Their Relation to Child Nurture—Miss Virginia E. Graeff, New York City.

Discussion.

DEPARTMENT OF ELEMENTARY EDUCATION—Miss Ada Van Stone Harris, Rochester, N. Y., President.

Thursday, June 30—2:30 p. m.

1. The Natural Activities of Children as Determining the Industries in Early Education—Miss Katherine Dopp, Instructor in Extension Division, University of Chicago, Chicago, Ill.

Discussion—G. Stanley Hall, President of Clark University, Worcester, Mass.; Myron T. Scudder, Principal of State Normal School, New Platz, N. Y.

2. Avenues of Language-Expression in the Elementary School—Percival Chubb, Director of English, Ethical Culture School, New York City; Miss Della Justine Long, Student in Education, University of Chicago, Chicago, Ill.; F. W. Cooley, Superintendent of Schools, Evansville, Ind.

The Child-Study Department will discuss the following papers:

1. Questionnaire Methods of Child Study, Will Grant Chambers; 2. Laboratory Tests as a Means of Child Study, Miss Mabel Clare Williams; 3. Contributions of Zoological Psychology to Child Study, Linus W. Kline; 4. Unsolved Problems of Child Study and Modes of Attack, G. Stanley Hall; 5. Methods of Teaching Child Study, Miss Anna Buckbee.
1. Diagnosis of Capacities of Children, Daniel P. McMillan; 2. Some Laboratory Investigations of Sub-Normal Children, Miss Mary R. Campbell; 3. To What Extent May Atypical Children be Successfully Educated in Our Public Schools, Maximillian P. E. Groszmann.

At 3:30 the Child Study Department will divide into two sections for round table discussions.

Round Table on Child Study in the Kindergarten and Primary Grades—Chairman, Miss Myra M. Winchester.

Round Table on Child Study in Grammar and High Schools—Chairman, Ellsworth Gage Lancaster.

Important papers given in all departments.

A paper by Will S. Monroe, State Normal School, Westfield, Mass., will be distributed, describing the various types of child study and indicating where exhibits of the same may be found.

MOTHER'S JUNE.

CAROLYN S. BAILEY.

How many roses to make a June?

One on the tall rose tree,

One in the dew where sweetbriar grew,

My little rose—just three.

How many thrushes to sing for June?

One on the old stone wall,

One on the hill to lilt and trill,

My little thrush—that's all.

How many heavens to smile for June?

One, with its clouds and blue?

Somebody's eyes are prettier skies,

One and then one are two.

Out in the garden we sit and sing,

Sing us a happy tune.

Roses and weather, and thrushes together.

And one little girl—make June.

BOOKS FOR SUMMER READING.

Hand Work for Kindergartens and Primary Schools, by Jane L. Hoxie, of the Ethical Culture School, New York. Capital for older children in the kindergarten and suggestive for vacation school work. Domestic activities, woodwork, raphia, drawing and blue print work are described in detail and amply illustrated. The wood inventions call for large, free work and the resulting chairs, tables and 48-inch ladder are simple, strong and substantial. Decorations made by hammering designs with hammer and nail. The raphia designs are pleasing and varied, including a dolly. The drawings suggested demand the use of larger muscles and will later facilitate learning to write, while the blue print hints will give happy occupation during the summer. The little book may well find a corner in mother's trunk when preparing to leave for the country. Milton Bradley Company, Springfield, Mass. 50 cents.

I have been a teacher of music for some years and have cause to feel that concentration is one of the saving graces in the matter of a pupil's progress, without any consideration as to the degree of his musical ability. Like all "live teachers" I am seeking light, and in Calvin B. Cady's *Music-Education* one can catch a gleam that may guide to a more perfect embodiment of the above mentioned principle. I most thoroly believe in "music-thinking," but to gain a very satisfactory result, it can not be entirely mental—the fingers, the physical tools of expression, must have a just consideration. Now, if there can be a perfect union between the mind and fingers, all things being made equal, results are bound to follow. In my further study of *Music-Education* it would seem that the work is fitted for classes in the main; however, there is much that commends itself to the individual pupil.

E. O. S.

The Mother Artist, by Jane Dearborn Mills. The mother artist who writes this sweet and sensible book evidently has herself experienced the difficulties and perplexities and weariness which enable her to speak with sympathy and wisdom to the mothers who are striving to be artists in their dealings with their little ones. No mother can read it without gaining new strength and inspiration for the daily routine of multifarious duties which meet the housewife and homemaker. Love, Intellect, Character, the Babies as Teachers, Men and Women, Discipline, the Working Out of Natural Law, Cares, Confusion, Disorder, Limited Means, etc., are some of the chapter headings under which she discusses the practical problem, illustrating the child's queries and the mother's responses of everyday mothering; actual incidents involving important consequences are given to illustrate given points and the

father's part in the training of his children is not overlooked. It is good to have a book in which the father is given a place in his children's upbringing. It is refreshing, simple, readable; its serious subject matter relieved by the method of handling it. The Palmer Company.

Macmillan & Co. have condensed and arranged in reader form Mrs. Mabel Osgood Wright's beautiful Tommy-Anne stories, calling them the Heart of Nature Series. Reader the First contains "Stories of Earth and Sky;" the Second "Stories of Plants and Animals," and the Third "The Stories of Birds and Beasts." It would seem that logically the second and first should be in reverse order, as it is in number two that we find the explanation of Tommy-Anne's understanding of the speech of beasts and birds and plants. Indian legends and explanations of origins and of peculiarities of the wild creatures are told with a sympathy that would seem to accurately interpret the Indian's sentiments. But with all the delightful imaginative quality there is an interweaving of a natural everyday atmosphere that saves it from over-sentimentality. Nature's children are seen in their true relations, and the child will be helped to observe nature truly and sympathetically. There is an abundance of humor to help keep the balance between sentiment, imagination and fact. Waddles is a delightful contribution to dog literature.

Ways of the Six-Footed, by Anna Botsford Comstock, is another little book that will add much to the child's joy in the Summer. She approaches her subject in a most interesting manner, pointing out the problems confronting some ten different insects in their struggles for existence and showing the manner in which each meets its special difficulty. The sense of the universal struggle for life for self and kind revealed by a study of the insect world does not depress the writer, but at the close of the pages upon the maple leaf cutter she says: "I was filled with a new sense of the dignity and grandeur of this great, silent struggle for adjustment and supremacy, which was going on around me. I felt inspired to go back and serenely do my own little part as well as I could, trusting that somehow, somewhere, and to Some One the net proceeds of struggle are greater than the cost." Ginn & Co.

Europe on \$4.00 a Day, by A. Rollingsone. A sprightly little pamphlet which will prove a boon to the inexperienced traveler to European shores. It tells how to do it, traveling independently, including every expense of a tour made in complete comfort, via the following route: New York, Azores, Gibraltar, Naples, Pompeii, Capri, Rome, Florence, Venice, Milan, Como, St. Gothard, Lucerne, Basle, Paris, Rouen, London, Chester, Stratford, Liverpool, Philadelphia, New York. Relating with minute details how two members of the Rolling Stone Club made an experimental trip to Europe of seventy-five days' duration on \$300 each. There is nothing vague about the information given. It tells every steamship used and its cost, every pension and hotel at which the writers stopped, with rates and addresses; all tips, cab fees, admission, etc.; in such detail that anybody can follow in their footsteps at the same money or less with complete safety, comfort and independence. Fully illustrated. By mail postpaid, 25 cents. The Rolling Stone Club, Medina, N. Y.

Insect Folk, by Margaret Morley. The book is planned for primary children and is in a familiar, running style as though the writer were on

a ramble with the children and we hear her side of the interesting conversation suggested by the insects seen. A good deal of information is thus given in a lively way about thirty-eight of our common insects. The child who has it for a summer companion will have his eyes and ears opened to much that would otherwise escape his notice and will enjoy his summer twofold. Ginn & Co., Boston.

Bird-Lore for March-April contains a delightful article by C. F. Hodge called "A Summer with the Bluebirds," with photographs from nature. One of these shows "three birds in the hand," for they grew so tame they would rest and perch on the friendly hand of the bird-lovers. There are also two colored plates of warblers, half-size. The educational leaflet, No. 8, describes the marsh hawk with a good word for the bird.

Hampton Institute published in the Spring of 1903, some Children's Nature Study Leaflets, well illustrated, which should have a large circulation, being practical and interesting. The examples before us are: "How to Make Friends with the Birds," by Neltje Blanchan, and "A Child's Garden," by Emily K. Herron. Issued by the Nature Study Bureau of Hampton Institute.

The National Summer School of Music meets at Miss West's School, 2014 Van Ness Avenue, San Francisco, July 4-16, 1904, and at the Chicago Kindergarten Institute, 40 Scott Street, Chicago, July 25-August 6. Address Selden C. Smith, of Ginn & Co., 325 Sansome Street, San Francisco, Cal., or Miss Ada M. Fleming, Ginn & Co., Chicago.

The Tree Dwellers, by Katherine Dopp. Get this book for your children to read thru the summer. It will direct their summer activities in an interesting and instructive way. Suggestions at end of every short chapter of things to do and things to think about. A complement to Miss Dopp's Industrial Arts in Elementary Education. Tells the story of primitive man's earliest home, food, weapons. Rand, McNally Company, Chicago.

In the **Scientific American** for May 21 is a brief article upon Life-Saving Apparatus in British Schools. The chute fire escape seems to be most practical since when once in place an unceasing stream of imperiled persons can slide down it.

The **June Century** might be called a Louisiana Purchase number. Every trans-Alleghany State and Territory is represented either by contributor or topic and in many instances by both. Ray Stannard Baker has an important article upon the vitality of Mormonism. A bit of Lincoln biography by Jesse W. Weik; two pictures by Castaigne; The Conclusion of the Louisiana Purchase; several typical stories by clever pens and a colored reproduction of De Brush's fascinating painting, "The Sculptor and the King."

Good Housekeeping for June has an article upon the Allendale Farm called "Where They Make Good Boys," by Euphemia Holdin. An article called "Kindergarten Nonsense," by William McAndrews, appeared in **Good Housekeeping** a few months ago. This aroused a lively discussion. The June number of the same journal contains the opinions upon the subject of Bishop Doane, President Faunce, Dr. Stanley Hall, Bishop Fallows and other prominent educators and clergymen. Kindergarteners, be sure to read.

